MONTANA PARTNERSHIP FOR EARLY LITERACY

Evaluation Report of Implementation from September 2011 – August 2012

August 2012



education northwest

CREATING STRONG SCHOOLS & COMMUNITIES

Montana Partnership for Early Literacy

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Angela Roccograndi

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101 S.W. Main Street, Suite 500
Portland, Oregon 97204
www.educationnorthwest.org

About Education Northwest

Education Northwest (formerly Northwest Regional Educational Laboratory) was founded more than 40 years ago as a nonprofit corporation. The organization's mission is to improve learning by building capacity in schools, families, and communities through applied research and development. We draw on many years of experience designing and conducting educational and social research, as well as providing consultation for a broad array of research and development efforts.

This external evaluation of Montana Partnership for Early Literacy was conducted at the request of the Montana Office of Public Instruction. The author has extensive experience evaluating education programs, including other initiatives for early childhood and elementary literacy.

Contact

Education Northwest
101 S.W. Main Street, Suite 500
Portland, OR 97204
www.educationnorthwest.org
Tel: 503-275-9500

Author

Angela Roccograndi, MSW

EXECUTIVE SUMMARY

Overview

The *No Child Left Behind Act of 2001* added a new reading initiative to the *Elementary and Secondary Education Act*—the Early Reading First program. It addresses the concern that many children enter kindergarten without the necessary literacy foundation to enable them to succeed in school. In fall 2009, the United States Department of Education awarded an Early Reading First grant to the Montana Office of Public Instruction (OPI) to implement the *Montana Partnership for Early Literacy* (MTPEL). OPI planned on implementing MTPEL in 23 classrooms, located in five sites throughout Montana, from January 2010 through May 2012. MTPEL has four goals:

1. All participating children will graduate with high achievement levels in language, phonological awareness, alphabet knowledge, print awareness, and classroom skills necessary to participate effectively in elementary school and to become proficient at reading.
2. All classrooms will contain the materials (instructional, play) and spatial arrangements (e.g., centers) that will support the development of children's language and early literacy skills.
3. All teachers will achieve high levels of instructional proficiency with research-based practices through timely, targeted, sustained, and intensive professional development on children's acquisition and use of language, phonological awareness, alphabet knowledge, and print awareness. Teachers' instructional proficiencies are applied both to (1) children making satisfactory progress, and (2) children for whom progress monitoring identifies the need for intervention in a Response to Intervention (RTI) process.
4. All children and families will transition successfully into K-3 programs aligned with scientifically based reading research (SBRR).

To attain these goals, MTPEL combines two SBRR programs—*Opening the World of Learning* (OWL) and *Language for Learning* (LFL). These two curriculums form the core reading program (Tier 1) in which all children participate. Based on a RTI model, children not performing at anticipated levels receive additional supports in Tier 2 or Tier 3.

The RTI model is supported by the administration, analysis, interpretation, and use of data from a variety of screening, progress-monitoring, and outcome assessments, including the *Peabody Picture Vocabulary Test 4* (PPVT), *Test of Preschool Early Language* (TOPEL), *Phonological Awareness Literacy Screening* (PALS), and *Get it, Got it, Go!* Additional data on the classroom environment and instruction are gathered from the administration of the *Early Language and Literacy Classroom Observation* (ELLCO) and the *Classroom Assessment Scoring System* (CLASS).

In conjunction with a comprehensive educational program in the classroom, additional programming is available to increase MTPEL children's preparedness for reading and kindergarten. Family members are invited to participate in parent literacy events that aim to improve parents' ability to communicate with their children, build language, and support their children at home. In addition, MTPEL works through the preschool centers to strengthen activities around the transition of children to kindergarten, and with the local education agencies to ensure alignment exists between the preschool and kindergarten curriculums.

Attention is also focused on improving the English language acquisition of MTPEL's English language learners (ELLs) who are primarily members of American Indian tribes and who attend school in an area on or near an American Indian reservation. In addition to participating in instruction in a culturally responsive classroom, MTPEL staff members are trained in *Structured English Immersion*, a program that incorporates principles of *Specifically Designed Academic Instruction in English*. A second population targeted in the grant is special needs children; implementation of the RTI model addresses this focus.

MTPEL provides an array of professional development opportunities—including summer and winter institutes, site-based training, coaching, professional learning communities, undergraduate/graduate coursework, and portfolio development—to MTPEL teachers, coaches, center directors, teacher assistants (TAs), and parents.

In fall 2009, 2010, and 2011, OPI contracted with Education Northwest to provide a comprehensive evaluation of MTPEL. The evaluation addresses the extent to which implementation of its Early Reading First grant enabled the program to meet its goals. The evaluation relies on a mix of methodologies to answer the evaluation questions. These include the analysis of child assessment and classroom observation data, classroom observations, the administration of surveys and staff member interviews, and document review.

2011–2012 Participation

From fall 2011, and continuing through spring 2012, 62 teachers, TAs, coaches, and center directors participated in MTPEL, across five sites and 24 classrooms. These center staff members interacted with 466 children enrolled in MTPEL classrooms from September 2011 through June 2012. The majority of these children will attend kindergarten in fall 2012 (67%); about two-fifths of the children were American Indian (42%) and 12 percent received special education services. About three-quarters of the children (n=361) were identified as participating continuously from September through May/June.

To What Extent Did MTPEL Accomplish Its Goals?

The following summarizes achievements in grant implementation from winter 2010 to spring 2012.

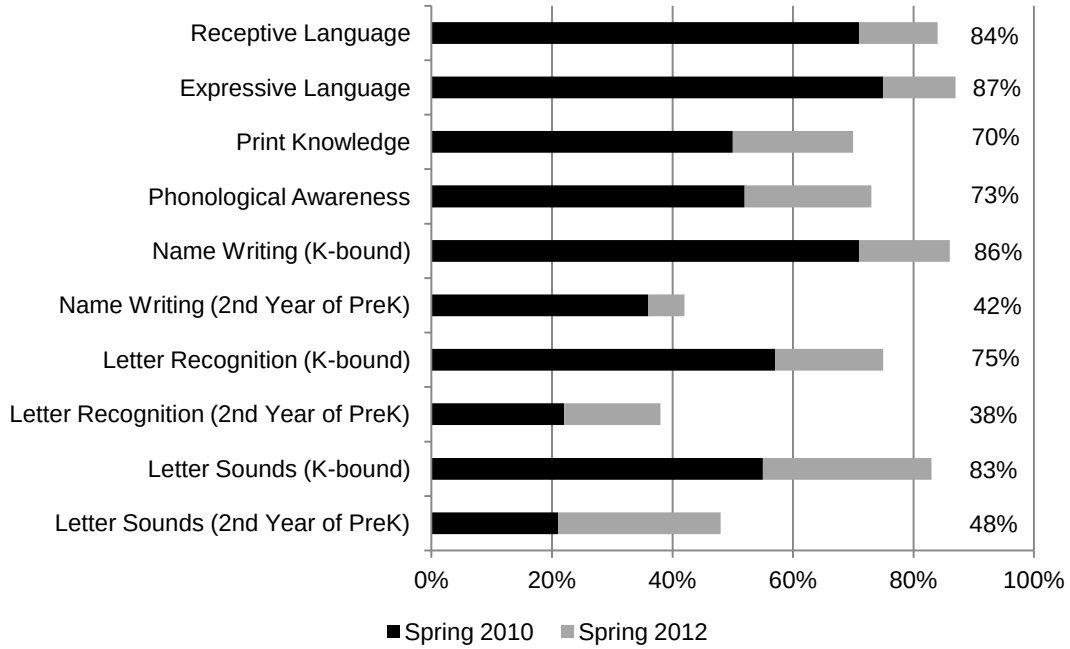
All participating children will graduate with high achievement levels in language, phonological awareness, alphabet knowledge, print awareness, and classroom skills necessary to participate effectively in elementary school and to become proficient at reading.

Analyses of spring 2012 PPVT, PALS, and TOPEL child assessment data showed that the majority of children age-eligible to attend kindergarten in *fall 2012* met benchmark in the areas of expressive language (89%), receptive language (86%), name-writing ability (86%), knowledge of letter sounds (83%), print knowledge (75%), upper-case letter recognition (75%), and phonological awareness (74%). Children age-eligible to attend kindergarten in *fall 2013* had more variable progress on the standardized assessments (PPVT and TOPEL). While the majority of these children met benchmark in the areas of receptive and expressive language (81% and 82%, respectively), fewer were doing so in the areas of phonological awareness (70%) and print knowledge (56%).

Changes in the percentages of children attaining benchmark from fall to spring were significant in all years and all assessments, except in Year 1 (winter 2010 to spring 2010) in the receptive language (PPVT)

skills of children age-eligible to attend kindergarten in fall 2010 and the letter sound (PALS) skills of children age-eligible to attend a second year of preschool in fall 2010. Furthermore, using spring 2010 as baseline, after two full years of professional development and coaching, significantly larger proportions of children achieved benchmark on assessments by spring 2012 (with the exception of the name writing skills of children age-eligible to attend a second year of preschool in the upcoming fall).

Figure ES-1



Percentage of Children Meeting Benchmark in Spring 2010, With Growth Through Spring 2012

Teachers are applying their instructional proficiencies for the benefit of both children making satisfactory progress, and children for whom progress monitoring identifies the need for intervention in a RTI process. Teachers are also differentiating instruction to meet the needs of children of different ages and ability, and, to some extent, race.

Every year, teachers and coaches reported an appreciation for the professional development and support they received for implementing the curriculums to support Tier 1, Tier 2 and Tier 3 children in their classrooms. They reported that this professional development increased their skills, and allowed them to apply their instructional proficiencies to children—both those making satisfactory progress and those struggling to do so. In 2011–2012, the majority of children at benchmark in fall 2011 remained at benchmark through spring 2012 on oral language and print knowledge measures. During this time, MTPEL teachers moved the majority of children, who were below benchmark in their name writing ability and alphabet and letter sounds knowledge, to benchmark. Less than one-quarter of children not at benchmark in early literacy skills in fall 2011 remained below benchmark in these skills in spring 2012.

Changes in the percentages of children at benchmark over time indicated that in the second year of grant implementation (2010–2011), teachers focused more attention on children who were age-eligible to attend kindergarten that fall; but in the third year (2011–2012), teachers focused their attention on both groups of children—those age-eligible to attend kindergarten in the fall and those age-eligible to return for a second

year of preschool. Larger proportions of children, who were age-eligible to attend kindergarten, were at benchmark on assessments in spring 2011 than in spring 2010; but larger proportions of children, age-eligible to attend a second year of preschool, were at benchmark on assessments in spring 2010 than in spring 2011. By spring 2012, on the vast majority of assessments, the largest proportions of children, both age-eligible to attend kindergarten in fall 2012 and in fall 2013, were at benchmark, compared to the proportions of these children who were at benchmark in spring 2010 and spring 2011.

Finally, during the third year of grant implementation, the RTI process intended to close the achievement gaps between white and American Indian children, and between children not receiving and receiving special education services, had mixed effects. Achievement gap analyses indicated that the RTI process was more effective for children receiving special education services than it was for American Indian children. For both groups of children, the achievement gap closed or shrank in oral language skills. Between children eligible to receive special education services and their peers who were not eligible to do so, the achievement gap also closed or shrank in name writing and phonological awareness. However, in the case of American Indian and white children, the achievement gap increased in name writing and phonological awareness, as well as in letter sounds, print knowledge, and upper-case alphabet recognition. The achievement gap also increased between children eligible to receive special education services and their peers who did not receive these services in print knowledge and upper-case alphabet recognition.

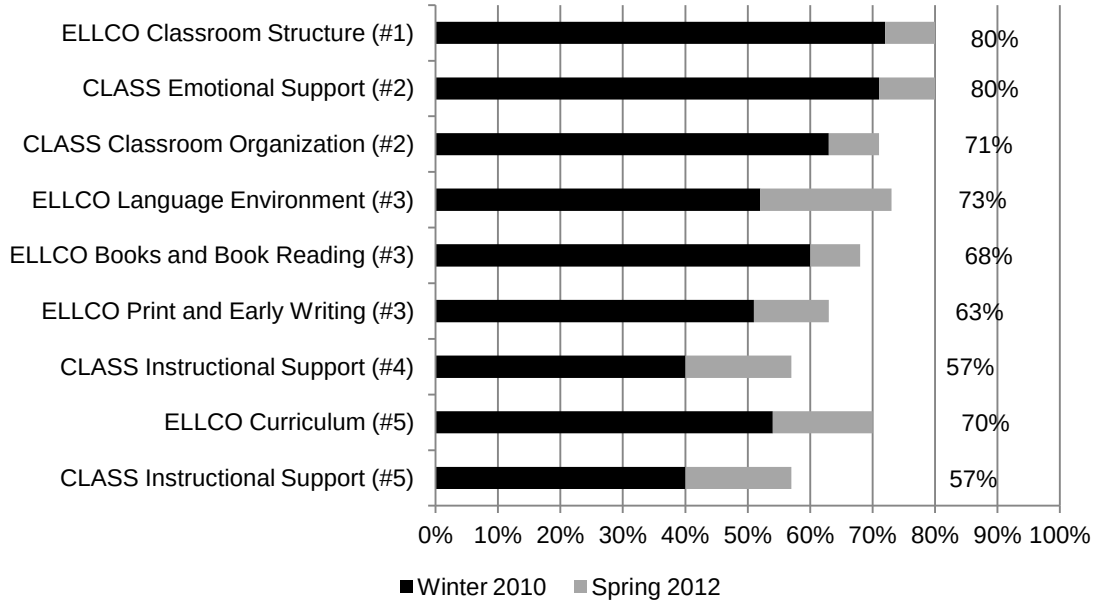
All classrooms will contain the materials (instructional, play) and spatial arrangements (e.g., centers) that will support the development of children's language and early literacy skills and all teachers will achieve high levels of instructional proficiency with research-based practices.

MTPEL made progress in improving teacher practice by helping participating teachers incorporate six standards of effective teaching practice into their teaching repertoire. Analyses of ELLCO and CLASS observation data (data used to evaluate growth in these areas) showed that from winter 2010 to spring 2012, growth occurred in five areas, with exceptional growth in the last three.

1. Teachers are establishing rich and engaging physical learning environments (ELLCO Classroom Structure).
2. Teachers are supporting children's abilities to attend to instruction, persist with difficult tasks, cooperate with peers and adults, and use language to solve problems (CLASS Emotional Support and Classroom Organization).
3. Teachers are supporting the development of young children's language and early literacy skills throughout the day, using intentional, playful, and engaging instruction (ELLCO Language Environment, Books and Book Reading, and Print and Early Writing).
4. Teachers are supporting the development of young children's higher order thinking skills, understanding of the world, and the way things work (CLASS Instructional Support).
5. Teachers are creating environments and differentiated instructional opportunities that meet the needs of diverse learners (ELLCO Curriculum and CLASS Instructional Support).

This progress is displayed in Figure ES-2, which shows the percentage of the total score attained by the project for each measure in winter 2010 and subsequent gains from winter 2010 to spring 2012. Figure ES-2 displays results from observations conducted by evaluators from Education Northwest.

Figure ES-2



Progress on Attaining Five Standards of Teacher Practice, Changes in ELLCO and CLASS Data

By spring 2012, all of the classrooms at two sites—Evergreen and Great Falls Public—scored in the highest ranges on the ELLCO and CLASS, the majority of classrooms at the Hardin site scored in the highest ranges on the ELLCO and CLASS, and the majority of classrooms at the Fort Belknap and Great Falls Head Start sites scored in the mid-ranges on the ELLCO and CLASS.

In addition, evidence reported from teachers and coaches indicates that progress was made in these same areas. Teachers reported statistically significant increases in their ability to "instruct children to best prepare them for kindergarten" and to "prepare the classroom environment to engage children in language and literacy activities" before and after their participation in MTPEL. On a scale of "1" to "5" where 1 was "low ability," teachers rated themselves at "4s", and coaches rated teachers at "5s,"on average in spring 2012. Teachers indicated their instruction became more developmentally appropriate, intentional, and focused on early literacy skills, while their classroom environments were more literacy-rich and provided multiple opportunities for children to read and write.

The sixth standard—teachers use information and data from a variety of sources to understand children's instructional needs and to improve teaching and learning for young children—was evaluated by survey and interview data. Teachers reported a statistically significant increase in their "ability to use data to prepare, differentiate, and modify instruction for the children in their classroom" before and after their participation in MTPEL. Teachers indicated their use of data changed in three main ways—they were now using data to identify areas where children needed additional instruction, they were using data to form groups for providing instruction, and they were using data to better plan activities for small groups of children.

Another measure to assess change in teacher knowledge was the Teacher Knowledge Survey. Results from spring 2010 to spring 2011 showed significant growth, but from spring 2011 to spring 2012 these gains were lost. As a result, from spring 2010 to spring 2012, there was, overall, no change (in 2010 the

score was 64% in spring 2012 the score was 63%). At least two factors could have contributed to this: new staff members joined the project every year and their participation in professional development and coaching would be more limited and could have lowered overall results. Second, the tool might not have had the sensitivity to measure the types of changes that were occurring in MTPEL classrooms.

Finally, Early Reading First funds provided SBRR curriculums and supporting materials for implementation in 24 extended-day classrooms as well as for family literacy kits for the families of children receiving instruction in the program.

All teachers received timely, targeted, sustained, and intensive professional development on children's acquisition and use of language, phonological awareness, alphabet knowledge, and print awareness.

From winter 2010 through August 2012, MTPEL offered professional development content in a variety of areas. These included:

- Curriculum implementation of OWL and LFL and the development of cultural break units
- RTI; and data collection, analysis, and use by teachers to inform instruction and grouping, and by coaches to inform coaching and the development of teacher portfolios
- Phonological and phonemic awareness, oral language and vocabulary development, print awareness, and emergent writing
- Using CLASS and ELLCO data to improve instruction and the classroom environment
- Family literacy
- Kindergarten transition
- Coaching and leadership development
- Sustainability

MTPEL provided a significant amount of professional development through off-site and on-site professional development formats. Teachers participated in summer and winter institutes, and many TAs participated in the summer institutes. Coaches and center directors also participated in these institutes, as well as attending additional meetings in Great Falls geared specifically for them. Over the three years of the grant, participants received at least 600 hours of off-site professional development. In addition, on-site coaching reinforced and supported implementation of the professional development provided off-site. ERF Specialists, consultants, and center coaches worked with teachers and TAs, in and out of their classrooms. In the last year of grant implementation (the only year in which on-site professional development was tracked to allow for summative analyses), teachers received an average of 87 hours of on-site professional development.

Overall, professional development across most formats was well received and considered "helpful," "very helpful," or "extremely helpful" by the majority of participants.

All children and families will transition successfully into K-3 programs aligned with scientifically based reading research (SBRR).

MTPEL staff members worked with center staff members to support and enhance the family involvement activities already provided at their sites. MTPEL encouraged parents to participate in classroom

activities, field trips, and family literacy events offered during and after the preschool day, and the vast majority of parents completing surveys indicated they did so. Family literacy kits were distributed to support parents in their efforts to teach their children at home. Parent reports also indicated that the kits were well received by parents who used them with their children. Furthermore, parents indicated that they engaged frequently in reading and educational activities with their child at home (between four and five days a week).

In addition to these family literacy events, efforts were made to increase the preschool centers' visibility in the community. Working in conjunction with kindergarten teachers at receiving elementary schools, preschool staff members created "Road Maps" to increase community awareness of kindergarten transition opportunities. Of parents returning completed surveys, the vast majority—99 percent—indicated that they had attended a kindergarten orientation, met their child's kindergarten teacher, or planned to attend a similar event in their community.

During the third year of grant implementation, implementation of the Kindergarten Transition Plan allowed the program to achieve the six factors, identified in the grant from research (Pianta, Rimm-Kauffman, & Cox, 1999), that increase the likelihood of a child having a successful kindergarten transition:

1. Children like school and look forward to going.
2. Children show steady growth in academic skills.
3. Parents and families are involved in their children's education.
4. Kindergarten teachers have developed relationships with parents and family members prior to the start of school.
5. Parents trust teachers to understand their children's needs and they value their efforts to promote their children's education.
6. There are collaborative efforts between schools, parents, community groups and social service organizations.

Finally, kindergarten teachers of a cohort of spring 2011 MTPEL graduates reported that, as incoming kindergartners, about 75 percent of these children were at least adequately prepared in classroom skills, alphabet recognition, and phonological awareness, and that slightly fewer (about two-thirds), were at least adequately prepared in the areas of receptive and expressive language, vocabulary, alphabet sound recognition, and print awareness. Furthermore these teachers reported the use of a variety of SBRR curriculums and the use of multiple assessments to assess and monitor early literacy skills.

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ACKNOWLEDGEMENTS

The entire MTPEL team, from the Program Director to the teacher assistants in the classrooms, has been a valuable resource in compiling this report. Debbie Hunsaker, Rhonda Crowl, Tara Ferriter-Smith, and Terri Barclay have been very generous in sharing their time and knowledge about implementation of the grant. Coaches, teachers, teacher assistants, and center directors completed surveys, and coaches participated in telephone interviews, all of which provided insight into the project. The MTPEL assessment team collected PPVT, TOPEL, CLASS, and ELLCO data and shared these with the evaluation team for analysis.

Thanks are also extended to Elizabeth Autio, Jason Greenburg-Motamedi, and Margaret Gunn at Education Northwest. Elizabeth and Jason were members of the observation team and Margaret ensured that all of the surveys were posted, entered survey data into spreadsheets and tables, made figures, proofread, and formatted the report.

Without the assistance of all of the above individuals, this report would not have been possible.

Thank you.

Angela Roccograndi

CHAPTER ONE: INTRODUCTION

Early Reading First

The *No Child Left Behind Act of 2001* (NCLB) added a new reading initiative to the *Elementary and Secondary Education Act*—the Early Reading First program. Early Reading First addresses the concern that many children enter kindergarten without the necessary literacy foundation to enable them to succeed in school. It is an initiative to create early childhood centers of excellence that prepare young children from low-income families to be successful in their future learning and to prevent reading difficulties. As cited in NCLB, the mission of Early Reading First is "to ensure that all children enter kindergarten with the necessary language, cognitive, and early reading skills for continued success in school."

Early Reading First has four program goals:

1. To support local efforts to enhance the early language, literacy, and pre-reading development of preschool-age children—particularly those from low-income families—through strategies and professional development that are based on scientifically based reading research (SBRR)
2. To provide preschool-age children with cognitive learning opportunities in high-quality language- and literature-rich environments so that the children can attain the fundamental knowledge and skills necessary for optimal reading development in kindergarten and beyond
3. To demonstrate language and literacy activities, based on SBRR, that support the age-appropriate development of:
    - Oral language (vocabulary, expressive language, listening comprehension)
    - Phonological awareness (rhyming, blending, segmenting)
    - Print awareness
    - Alphabetic knowledge
4. To use screening assessments to effectively identify preschool-age children who may be at risk for reading failure

Montana Partnership for Early Literacy

In fall 2009, 28 Early Reading First grants were awarded by the United States Department of Education. One such grant was awarded to the Montana Office of Public Instruction (OPI) to implement the *Montana Partnership for Early Literacy* (MTPEL) in 23 classrooms, located in five sites throughout Montana, from January 2010 through August 2012. MTPEL has four goals:

1. All participating children will graduate with high achievement levels in language, phonological awareness, alphabet knowledge, print awareness, and classroom skills necessary to participate effectively in elementary school and to become proficient at reading.
2. All classrooms will contain the materials (instructional, play) and spatial arrangements (e.g., centers) that will support the development of children's language and early literacy skills.
3. All teachers will achieve high levels of instructional proficiency with research-based practices through timely, targeted, sustained, and intensive professional development on children's acquisition and use of language, phonological awareness, alphabet knowledge, and print awareness. Teachers' instructional proficiencies are applied both to (1) children making

satisfactory progress, and (2) children for whom progress monitoring identifies the need for intervention in a Response to Intervention (RTI) process.

4. All children and families will transition successfully into K-3 programs aligned with SBRR.

To attain these goals, MTPEL combines two SBRR programs—*Opening the World of Learning* (OWL) and *Language for Learning* (LFL). These two curriculums form the core reading program (Tier 1) in which all children participate. Based on a RTI model, children not performing at anticipated levels receive additional supports in Tier 2. A third tier of instruction is also available to children who continue to struggle. Children who participate in Tier 3 instruction receive additional services from specialists and teachers in the classroom.

The RTI model is supported by the administration, analysis, interpretation, and use of data from a variety of screening, progress-monitoring, and outcome assessments, including the *Peabody Picture Vocabulary Test 4* (PPVT), *Test of Preschool Early Language* (TOPEL), *Phonological Awareness Literacy Screening* (PALS), and *Get it, Got it, Go!* Additional data on the classroom environment and instruction are gathered from the administration of the *Early Language and Literacy Classroom Observation* (ELLCO) and the *Classroom Assessment Scoring System* (CLASS). This information assists early reading specialists, consultants, and coaches in their work supporting teachers in creating developmentally appropriate and print-rich classroom environments.

In conjunction with a comprehensive educational program in the classroom, MTPEL makes available additional programming to increase MTPEL children's preparedness for reading and kindergarten. Family members are invited to participate in parent literacy events that aim to improve parents' ability to communicate with their children, build language, and support their children at home. In addition, MTPEL works through the preschool centers to strengthen activities with the local elementary schools around the transition of children to kindergarten.

MTPEL also focuses attention on improving the English language acquisition of its English language learners (ELLs) who are, primarily, members of American Indian tribes and who attend school in an area on or near an American Indian reservation. In addition to participating in instruction in a culturally responsive classroom, MTPEL classroom staff members are trained in the *Structured English Immersion*, a program that incorporates principles of *Specifically Designed Academic Instruction in English*. A second population targeted in the grant comprises children with special needs. Implementation of the RTI model addresses this focus.

MTPEL provides a broad array of professional development opportunities, including summer and winter institutes, site-based training, coaching, professional learning communities, undergraduate/graduate coursework, and portfolio development to MTPEL teachers, coaches, center directors, teacher assistants (TAs), and parents.

Evaluation and Methods

In December 2009, OPI contracted with Education Northwest, in Portland, Oregon, to provide a comprehensive evaluation of MTPEL in order to assess the extent to which implementation of its Early Reading First grant enabled OPI to meet its stated goals. This contract was renewed in fall 2011 to evaluate the third year of grant implementation (September 2011–August 2012).

The evaluation relies on a combination of methodologies—using existing measures (some for which validity and reliability are well-established) and creating additional instruments—to answer the evaluation questions. Table 1-1 displays the MTPEL logic model and evaluation questions and methodologies. It is followed by a short description of each data collection method, the extent to which data were collected during the third year of implementation, and notes on analyses.

Table 1-1 MTPEL Logic Model and Data Collection Methods

LOGIC MODEL								Data Collection Methods									
								Evaluation Questions				Survey					Interview
									Document Review	Classroom Observations	Analysis of Child Assessment Data	Staff Satisfaction	Teacher Knowledge	Parent Survey	Kindergarten Teacher	Parent Reading Belief	MTPEL Staff Members	MTPEL Coaches
INPUT	Early Reading First funding supports staffing (Director, Early Reading First Specialists, Data Manager, Family Coordinator, Consultants, Coaches), professional development/training, and materials.																
		Participants															
	Early Reading First Supported Professional Development and Training	Pre-School Teachers	Coaches	Directors	Teacher Assistants	Parents	Kindergarten Teachers										
	• Summer Institute	x	x	x	x												
	• Winter Institute	x	x	x			x										
	• Center Director/Coach Mtgs		x	x													
	• Coaching (Coaches)	x			x			1. What was the content and quality of the professional development provided to staff members participating in MTPEL?	x			x					x	x
	• Coaching (Specialists)	x	x	x	x												
	• Coaching (Consultants)	x	x		x			2. To what degree did MTPEL participants attend professional development that would allow them to attain high the levels of instructional proficiency required for children to effectively participate in elementary schools and become proficient in reading?	x			x						
	• Professional Learning Community	x	x	x	x												
	• Reflection/Portfolio	x	x					3. To what extent were families supported to assist their children to effectively participate in elementary school?				x		x			x	x
	• College/University Credit	x			x												
	• Parent Workshops					x											
	• Countdown to Kindergarten					x	x										
	Knowledge, Skills, and/or Classroom Environments Improve. Specifically:	x				x	x	4. To what extent are high levels of instruction proficiency attained by teachers participating in MTPEL, including evidence of the provision of classroom environments that support the development of children's language and early literacy skills and the provision of research-based instructional practices?		x							x	x
OUTPUT	(1) All teachers will achieve high levels of instructional proficiency with research-based practices through timely, targeted, sustained, and intensive professional development on children's acquisition and use of language, phonological awareness, alphabet knowledge, and print awareness. Teachers' instructional proficiencies are applied both to (a) children making satisfactory progress, and (b) children for whom progress monitoring identifies the need for intervention in a Response to Intervention process. AND (2) All classrooms will contain the materials (instructional, play) and spatial arrangements (e.g., centers) that will support the development of children's language and early literacy skills.							5. Did implementation of a Response to Intervention program support children at all levels of proficiency?			x						x	x
OUTCOME	All participating children will graduate with high achievement levels in language, phonological awareness, alphabet knowledge, print awareness, and classroom skills necessary to participate effectively in elementary school and to become proficient at reading; and all children and families will transition successfully into K-3 programs aligned with scientifically based reading research.							6. Did children graduate from MTPEL preschool programs with the skills necessary to participate effectively in elementary schools and become proficient in reading?			x			x				

Document Review

A number of documents were reviewed to obtain data regarding:

- **Professional development/training content**. MTPEL forwarded agendas and materials that document the content of professional development/training activities provided to MTPEL participants (coaches, teachers, TAs, and center directors) to Education Northwest during the program year.
- **Professional development/training attendance**. Education Northwest collected attendance sheets from the summer and winter institutes, as well as MTPEL's *Record of On-site Classroom Support* logs, to track attendance at both off-site and on-site training opportunities.

Classroom Observations

Administration of the CLASS and ELLCO in participating classrooms documents the extent to which teacher instructional practices and classroom environments change as a result of teacher participation in MTPEL professional development. Members of the MTPEL and Education Northwest assessment team participated in ELLCO training and CLASS certification in fall/winter 2010. Members of the MTPEL assessment team participated in ELLCO and CLASS refresher trainings prior to each assessment window. Members of the Education Northwest assessment team participated in an ELLCO refresher training and in CLASS re-certification just prior to the spring 2012 observation window. Members of the MTPEL assessment team administered the CLASS and the ELLCO in 24 classrooms in fall 2011 and 22 classrooms in spring 2012. These data were forwarded to Education Northwest and used to document change over the same time period. Education Northwest's evaluation team members conducted 21 classroom observations in winter 2010 and 23 in spring 2012. These data were used to document change from the beginning to the end of the grant.

The CLASS includes three domains—Emotional Support, Classroom Organization, and Instructional Support—with a total of 10 dimensions. After an observation, each dimension is assigned a score of "1" to "7" (the score is the average score from four, twenty-minute observations); a "1" or a "2" is considered "Low," a "3," "4," or "5" is considered "Mid," and a "6" or a "7" is considered "High." At the domain and dimension levels, means and standard deviations were calculated and t-tests were conducted.

The ELLCO has two subscales—General Classroom Environment, composed of the Classroom Structure and Curriculum domains, and Language and Literacy, composed of The Language Environment, Books and Book Reading, and Print and Early Writing domains. Each domain has dimensions, totaling 19 across the instrument. After an observation, a score of "1" through "5" is assigned to each dimension; a "5" is considered "Exemplary," a "4" "Strong," a "3" "Basic," a "2" "Inadequate," and "1" "Deficient." The dimensions in each domain are totaled to obtain a domain score. At the domain level, means and standard deviations were calculated and t-tests were conducted. At the dimension level, the percentages of classrooms scoring "above basic," "at basic," and "below basic" on the ELLCO were calculated and the Wilcoxan sign test was used to determine differences in the percentages of classrooms in each category. (The Wilcoxan sign test was used on the five-point scale, not the collapsed, three-point scale.)

Analyses of fall CLASS and ELLCO data were submitted to MTPEL in winter 2011. Results from analyses of fall and spring data are included in Chapter 4 and Appendix A.

Analysis of Child-Assessment Data

Evaluators measured the development of early reading skills in the MTPEL classrooms by the administration of the PPVT (receptive vocabulary), TOPEL (expressive vocabulary, phonological awareness, and print knowledge) and the PALS (alphabet knowledge, letter sounds, and name writing). The Picture Naming task from Get it, Got it, Go! was also administered as a progress-monitoring tool for expressive language. Data from this assessment is not included in this report. In September 2011 and January and May 2012, the MTPEL assessment team administered the PPVT and TOPEL; teachers administered the PALS and Get it, Got it, Go!

Education Northwest developed an Excel spreadsheet that automatically calculates standard scores from the PPVT and TOPEL raw data. The spreadsheet also automatically calculates the percentages of children scoring in three ranges—below average, average, and above average—on the PPVT, TOPEL and PALS, and provides a summary of project results and classroom-level reports. This worksheet was used to provide the project with a fall data summary. Education Northwest received a complete file of student assessment data (fall 2011 and spring 2012) in June 2012 for analysis.

PPVT. The PPVT produces a raw score which is converted into a standard score. An average standard score on the PPVT is 100. Children receiving a score between 85 and 115 are considered "Average," with those scoring between 85 and 99 "Low Average," and those scoring between 101 and 115 "High Average." Children scoring between 84 and 70, and below 70, are considered "Moderately Low" and "Extremely Low," respectively; children scoring between 116 and 130, and above 130, are considered "Moderately High" and "Extremely High," respectively. PPVT analyses include all children who were tested in fall 2011 and spring 2012 (i.e., children who participated from September through May); a total of 286 of the 466 MTPEL participants (61%) are included. McNemar's chi-square was used to determine differences in the distributions of children in two categories of the PPVT—the percentage of children below and at or above a standard score of 90.

TOPEL. The TOPEL has three subtests—Definitional Vocabulary, Print Knowledge, and Phonological Awareness. Like the PPVT, the TOPEL subtests provide raw scores that are converted into standard scores, with an average of 100. The TOPEL standard scores place a child in one of three categories; a score above 110 is considered "Above Average," a score from 90 to 110 is considered "Average," and a score less than 90 is considered "Below Average." The TOPEL also computes an Early Literacy Index (ELI), which is the sum of the three standard scores that is then standardized. The ELI has seven categories—three below "Average," "Average," and three above "Average." TOPEL analyses include children who were tested on each of the three subtests in fall 2011 and spring 2012; a total of 283 of the 466 MTPEL participants (61%) are included. Similar to the PPVT, the percentage of children below and at or above a standard score of 90 were calculated and McNemar's chi-square was used to determine if there were differences in the distributions of children in the two categories.

PALS. The PALS contains eight tasks, three of which are administered in MTPEL classrooms—Name Writing, Upper-Case Alphabet Recognition, and Letter Sounds. The PALS provides a "Spring Development Range" (SDR) for four-year-old children who are preparing to start kindergarten. Children of this age are expected to score at least a "5" on the name writing rubric, to correctly identify at least 12 upper-case alphabet letters, and to correctly generate at least four letter sounds.

PALS analyses include children who were tested in fall 2011 and spring 2012 on each of the three PALS tasks. Analyses are conducted separately for children age-eligible to attend kindergarten in fall 2012 and

2013, respectively. A total of 234 children, age-eligible to attend kindergarten in fall 2012, took the Name Writing task in the fall and spring; 238 took the Upper-Case Alphabet Recognition task in the fall and spring, and 237 completed the Letter Sounds task in the fall and spring (76%, 77%, and 77% respectively). In the fall and spring, a total of 79 children, age-eligible to attend kindergarten in *fall 2013*, took the Name Writing task and 81 took the Upper-Case Alphabet Recognition and Letter Sounds tasks (59%, 60%, and 60%, respectively). McNemar's chi-square was used to determine differences in the distributions of children in two categories of the PALS—the percentage of children below and within/above the SDR on each task.

Achievement Gap Analyses. Achievement gap analyses were conducted to measure the extent to which the differences in the percentages of American Indian and white children, and children eligible to receive special education services and those who are not, were achieving benchmark in fall and spring were decreasing. When children in the two groups are achieving at similar rates in the spring (i.e., there are no differences in the percentages of students achieving benchmark), historic achievement gaps are closed. To better describe these changes, odds ratios were calculated.[1] In MTPEL, an odds ratio could be the ratio of the odds of one group (e.g., white children) meeting benchmark to the odds of another group (e.g., American Indian children) meeting benchmark. An odds ratio of "1" means the two groups are equally likely to meet benchmark. An odds ratio above "1" indicates the first group is more likely to meet benchmark than the latter group, and an odds ratio below "1" indicates the latter group is more likely to meet benchmark than the former group. In the achievement gap analyses, Analysis of Variance (ANOVA) was also used to determine if there were statistically significant differences in the percentages of two groups of students achieving benchmark in the fall and the spring.

Results from these analyses are included in Chapter Five and Appendix B.

Surveys

A variety of surveys were administered to coaches, teachers, TAs, center directors, and parents.

- In winter 2012, the Staff Satisfaction Survey administered in spring 2011 was revised. Like previous years, it addressed the quality and sufficiency of communications with MTPEL staff members; participation and usefulness of professional development, coaching, and working with specialists in the classroom; and oral listening comprehension. The Staff Satisfaction Survey was administered in spring 2012. A total of 49 staff members completed the survey; four surveys were excluded from analyses because of respondents' reported roles (office and family services) or limited length of time teaching. The 45 remaining surveys were completed by 17 teachers (71% response rate), five coaches (100% response rate), five center directors (100% response rate), and 17 TAs (61% response rate). Education Northwest did not receive any completed teacher or TA surveys from Fort Belknap. A copy of the survey and results from the analyses are included in Appendix C.
- The *Teacher Knowledge Survey* (Neuman & Cunningham, 2009) assessed teachers' level of knowledge in a variety of areas related to language and literacy in an early childhood educational environment. The *Teacher Knowledge Survey* was administered to teachers, coaches, center directors, and TAs in spring 2012. A total of 56 staff members completed the survey—24 teachers (100% response rate), four coaches (80% response rate), four center directors (80% response rate),

[1] Odds ratio=(Group 1 percentage meeting/(1-Group 1 percentage meeting))/(Group 2 percentage meeting/(1-Group 2 percentage meeting))

and 24 TAs (86% response rate). A copy of the instrument and results from the analyses are included in Chapter Four and Appendix D.

- A sample of items from the *Parent Reading Belief Inventory* (DeBaryshe & Binder, 1990) was used to assess parents' attitudes towards reading and parent involvement in the early education of their child. The items were administered in fall 2011 and again in spring 2012 (as part of the Parent Survey). A total of 260 parents completed the fall survey (about a 65% response rate). Parents from preschool children at Great Falls Head Start were most likely to complete the survey (48%), followed by those from Fort Belknap (19%), Great Falls Public (16%), Hardin (9%), and Evergreen (8%). A copy of the instrument and results from the analyses are included in Appendix E.
- A Parent Survey was developed that assessed parents' overall participation in several aspects of the grant and the extent to which they found the activities helpful. The parent survey also included the items from the *Parent Reading Belief Inventory* administered in fall 2011. A total of 270 parents completed the spring survey (about a 75% response rate). Parents from preschool children at Great Falls Head Start were most likely to complete the survey (46%), followed by those from Fort Belknap (24%), Great Falls Public (12%), Hardin (11%), and Evergreen (6%). A copy of the instrument and results from the analyses are also included in Appendix E.
- A Kindergarten Teacher Survey was developed that addressed kindergarten teacher participation in MTPEL professional development and kindergarten transition activities and their perceptions of their kindergarten students' preparedness for kindergarten in fall 2011. The survey also addressed issues of elementary reading programs and literacy assessments. A total of 34 kindergarten teachers, representing 60 percent of the kindergarten teachers identified, completed and returned surveys. Over half of the kindergarten teachers taught in the Great Falls School District (58%); 15 percent of teachers taught in the Hardin School District, 12 percent taught in Evergreen School District, 9 percent taught in the Hays/Lodge Pole/Harlem area, and 6 percent taught in Somers Elementary District 29. A copy of the instrument and results from the analyses are included in Appendix F

MTPEL Staff Member Telephone Interviews

In winter 2012, the 2011 telephone interview protocols for MTPEL staff members and center coaches were revised. Interview questions addressed areas of importance to each role with some overlap across content and roles. Topics included roles and responsibilities; assessments, progress monitoring, and RTI; professional development; curriculum and intervention materials; communication; cultural responsiveness; kindergarten transition; family involvement; technology use, and sustainability. The four OPI staff members (Program Director, Early Reading First Specialists and Assessment/Kindergarten Transition/Family Literacy Coordinators) and four of the five center coaches were interviewed in May 2012. Copies of the interview protocols can be found in Appendix G.

Participation

MTPEL participants include center staff members, and the sites they work at, and preschool children, and the classrooms they learn in. Participation information was collected primarily through the administration of the *Teacher Knowledge Survey* to teachers, coaches, directors, and TAs, and during the administration of assessments to children participating in the project. Additional data came from the Staff Satisfaction Survey.

Sites and Classrooms

From January 2010 through spring 2012, the number of classrooms participating in the project increased (Table 1-2). In January 2010, 21 classrooms participated across five sites. In spring 2010, an additional classroom was opened in Great Falls Public; this occurred again in fall 2010. By spring 2011, one classroom at Fort Belknap was closed due to limited enrollment, but two additional classrooms opened in Hardin. In the final year of the project, an additional classroom was added in Great Falls Public, but one was eliminated in Hardin. This brought the total number of classrooms in the project up from 21 at the start of the project to 24 at the end.

Table 1-2
MTPEL Sites and Classrooms

Site	January 2010	Spring 2010	Fall 2010	Spring 2011	Fall 2011/ Spring 2012
Evergreen	2	2	2	2	2
Fort Belknap	7	7	7	6	6
Great Falls Head Start	8	8	8	8	8
Great Falls Public	2	3	4	4	5
Hardin	2	2	2	4	3
Total	**21**	**22**	**23**	**24**	**24**

Center Staff Members

A total of 62 staff members served the project across the five sites. In addition to the five center directors and coaches, there were 24 teachers and 28 TAs. Not all staff members completed the *Teacher Knowledge Survey* and/or the Staff Satisfaction Survey. As derived from survey responses on demographics, Table 1-3 shows that, overall, the majority of center staff members (68%) were white. Three-fifths of center staff members (61%) had at least a bachelor's degree; TAs were less likely to have had at least four years of college (21%). One staff member (2%) had a Child Development Associate (CDA) credential. About two-fifths of all staff members (38%) had less than five years experience in early childhood education, 26 percent had between five and nine years of experience, 20 percent had between 10 and 14 years of experience, and 16 percent had at least 15 years of experience.

According to results from the Staff Satisfaction Survey, half of the staff members (47%) participating in spring 2012 had participated since January 2010. One in seven staff members (14%) started after January 2010, but before the 2010–2011 preschool year. About one in five participants (19%) started during the 2010–2011 preschool year; a similar percentage started in the 2011–2012 preschool year (21%). The majority of coaches (80%) and directors (60%) and three-fifths of all teachers (59%) had participated since January 2010; almost half of all TAs began participation in fall 2011 (44%). This year, the majority of new staff members were teacher assistants (78%); new staff members were most likely to work in Evergreen or Great Falls Head Start.[2]

[2] OPI staff members reported that Fort Belknap had at least 10 new staff members this year, two of whom were teachers.

Table 1-3
Demographics of MTPEL Center Staff Members

	All Participants	Teachers	Coaches	Center Directors	TAs
N (Project)	62	24	5	5	28
N (Survey)	56 (90%)	24 (100%)	4 (80%)	4 (80%)	24 (86%)
Site (Project)					
Evergreen	11% (7)	8% (2)	20% (1)	20% (1)	11% (3)
Fort Belknap	27% (17)	25% (6)	20% (1)	20% (1)	32% (9)
Great Falls Head Start	29% (18)	33% (8)	20% (1)	20% (1)	29% (8)
Great Falls Public	19% (12)	21% (5)	20% (1)	20% (1)	18% (5)
Hardin	13% (8)	12% (3)	20% (1)	20% (1)	11% (3)
Race/Ethnicity (Survey)					
American Indian	29% (16)	25% (6)	0% (0)	0% (0)	42% (10)
Asian	2% (1)	4% (1)	0% (0)	0% (0)	0% (0)
Hispanic	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Black	2% (1)	0% (0)	25% (1)	0% (0)	0% (0)
White	68% (38)	71% (17)	75% (3)	100% (4)	58% (14)
Education (Survey)					
High School	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Some College	20% (11)	4% (1)	0% (0)	0% (0)	42% (10)
Associate	18% (10)	4% (1)	0% (0)	0% (0)	38% (9)
BA	11% (6)	17% (4)	0% (0)	0% (0)	8% (2)
MA	41% (23)	71% (17)	50% (2)	25% (1)	13% (3)
Other	9% (5)	4% (1)	50% (2)	50% (2)	0% (0)
CDA Credential	2% (1)	0% (0)	0% (0)	25% (1)	0% (0)
Experience (survey)					
1st year	7% (4)	8% (2)	0% (0)	0% (0)	9% (2)
2-4 years	31% (17)	29% (7)	0% (0)	25% (1)	39% (9)
5-9 years	26% (14)	25% (6)	0% (0)	50% (2)	26% (6)
10-14 years	20% (11)	25% (6)	25% (1)	0% (0)	17% (4)
15-19 years	9% (5)	8% (2)	50% (2)	0% (0)	4% (1)
20+ years	7% (4)	4% (1)	25% (1)	25% (1)	4% (1)

Preschool Children

Table 1-4 shows that 466 preschool children received some instruction in a MTPEL classroom from fall 2011 to spring 2012. The Great Falls Head Start site had the most children enrolled (35%), followed by Fort Belknap (30%). The Great Falls Public site enrolled 18 percent of MTPEL's child participants, Hardin enrolled 10 percent, and Evergreen enrolled 7 percent. The majority of MTPEL children (67%) would have turned five by September 11, 2012 and would have been age-eligible to attend kindergarten; the remaining children would be age-eligible to return to their MTPEL classroom for the 2012–2013 preschool year. The majority of children was male (54%) and did not receive special education services (88%). About two-fifths of MTPEL's child participants were American Indian (42%). The Fort Belknap, Great Falls Head Start, and Hardin sites had the highest percentages of American Indian enrollment. The two Great Falls sites had the highest percentages of children receiving special education services.

While just over 460 children participated in a MTPEL classroom at one time or another during the 2011–2012 preschool year, fewer children participated for the whole preschool year (as evidenced by having both fall and spring assessment scores). Almost three-quarters of the MTPEL children (77%, n=361) participated for the nine months in which the program was implemented.

Table 1-4
Demographics of MTPEL Children

	All Children	Children Age-Eligible to Attend Kindergarten in Fall 2012	Children Age-Eligible to Attend Kindergarten in Fall 2013
N	100% (466)	67% (310)	29% (134)
Site			
Evergreen	7% (33)	8% (26)	3% (4)
Fort Belknap	30% (140)	26% (81)	43% (58)
Great Falls Head Start	35% (162)	33% (102)	43% (57)
Great Falls Public	18% (83)	22% (68)	2% (2)
Hardin	10% (48)	11% (33)	10% (13)
Gender			
Female	46% (213)	45% (139)	52% (69)
Male	54% (247)	55% (167)	48% (64)
Race/Ethnicity			
American Indian[1]	42% (197)	39% (126)	54% (72)
White	45% (208)	49% (151)	42% (31)
Other/Missing	13% (61)	13% (39)	15% (20)
Eligible for Special Education Services			
No	88% (409)	87% (270)	94% (126)
Yes[2]	12% (57)	13% (40)	6% (8)
Participated in Fall 2011 and Spring 2012 Assessment			
PALS Name Writing	71% (329)	76% (234)	59% (79)
PALS Upper-Case Alphabet Letters	72% (335)	77% (238)	60% (81)
PALS Letter Sounds	72% (334)	77% (237)	60% (81)
PPVT	61% (286)	67% (208)	55% (74)
TOPEL	61% (283)	67% (206)	55% (73)

[1] The majority of American Indian children were enrolled at the Fort Belknap (63%), Great Falls Head Start (19%), and Hardin (14%) centers. The remaining American Indian children were at Great Falls Public (4%). There were no American Indian children enrolled at Evergreen. Of the children enrolled in each of the centers, Fort Belknap's American Indian enrollment was 87 percent, Great Falls Head Start's was 23 percent, Great Falls Public's was 11 percent, and Hardin's was 57 percent.

[2] The majority of children receiving special education services were enrolled at the Great Falls Public (37%). The remaining children receiving special education services were at Great Falls Head Start (19%), Evergreen (18%), Fort Belknap (18%) and Hardin (9%). Of the children enrolled in each of the centers, Evergreen's special education enrollment was 30 percent, Fort Belknap's was 7 percent, Great Falls Head Start's was 7 percent, Great Falls Public's was 25 percent, and Hardin's was 10 percent.

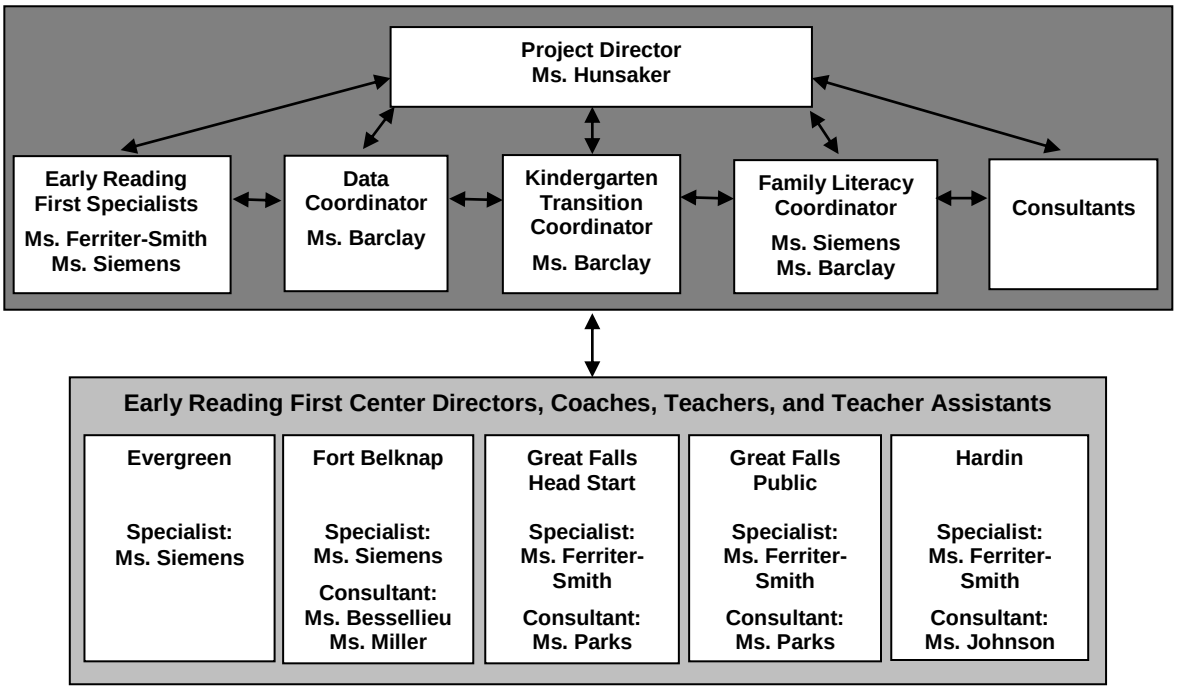
CHAPTER TWO: STAFFING AND COMMUNICATION

The Early Reading First grant that funds the Montana Partnership for Early Learning (MTPEL) supports four staff positions in the Montana Office of Public Instruction (OPI). These staff members manage the grant and provide much of the professional development and technical assistance to center directors, coaches, teachers, teacher assistants (TAs), and assessment team members. In addition to funding OPI staff members, Early Reading First funds are used to hire consultants who also provide professional development and support to coaches, teachers, and TAs at their sites. Together, the staff members from OPI and the consultants form the state team. Each of the five MTPEL sites also employs a coach who is supported with Early Reading First funds. This chapter uses data collected from the Staff Satisfaction Survey and interviews[3], and addresses staff roles, responsibilities, and communication.

Roles and Responsibilities

MTPEL staffing includes four OPI staff members who fill one or more roles of Project Director, Data Coordinator, Family Literacy Coordinator, Kindergarten Transition Coordinator, and Early Reading First (ERF) Specialist. Staff members also include four consultants who work with the center directors, coaches, teachers, and TAs at the five MTPEL sites (as shown in Figure 2-1).

Figure 2-1



MTPEL Organizational Chart

[3] Staff Satisfaction Surveys were not received from teachers and TAs at Fort Belknap and an interview was not scheduled/conducted with the center coach at Fort Belknap.

OPI Staff Members

Project Director. The MTPEL Project Director, Ms. Hunsaker, oversees all aspects of the grant. She executes contracts, manages the budget, and is available to respond to inquiries from the sites regarding budget and grant requirements. She monitors project impact by continually reviewing data. She is a regular participant in monthly state team planning and conference calls that allow team members to stay abreast of happenings and contribute to project implementation. Finally, she attends all off-site meetings providing professional development to center staff members and support to the state team.

Overall, the majority of surveyed center directors and coaches indicated that the amount of communication with Ms. Hunsaker was "just right" (67%), that her tone was positive (67%), and that she was "very" or "extremely" helpful (64%).

ERF Specialists. In the role of ERF Specialists, Ms. Siemens and Ms. Ferriter-Smith provide differentiated professional development and technical assistance to staff members at sites to which they have been assigned. Ms. Siemens works with center staff members in Evergreen and Fort Belknap and Ms. Ferriter-Smith focuses her attention in Great Falls and Hardin. The ERF Specialists coordinate with hired consultants who are also assigned to specific sites. This year, on-site support was intentionally focused on the sites that required the most assistance in cementing implementation of the core components of the program—namely, the curriculum and assessments. Sites that were further along on implementation and working more on sustainability were visited less frequently.

During site visits, ERF Specialists work with both center leadership (directors and coaches) and instructional staff (teachers and TAs) by supporting the development of skills introduced in off-site professional development venues. In their work with center leadership, they engage in leadership development by modeling classroom walk-throughs, data analysis, goal setting and monitoring, instructional coaching, using technology, and sustainability planning. They observe teachers in their classrooms and model as necessary. At any time they are available to brainstorm, answer questions, provide feedback, and offer support.

Communication with the ERF Specialists was viewed positively by staff members. Overall, the majority of survey respondents indicated that the quantity of communication with them was "just right" (at least 74%) that their tone was positive (at least 70%), and their communications were "very" or "extremely" helpful (at least 53%). Interviewed coaches commented that their working relationships with their ERF Specialist had changed over time. At one site, the working relationship evolved so that now it was "like having a friend come to visit…[we've] gotten to love them." For another coach, the relationship developed to a place of trust where they could "share vulnerabilities, knowing that they would ultimately be supported and validated" in return. Coaches also appreciated receiving information about what was happening at other sites, having the opportunity to brainstorm and problem solve, and sharing and "showing off" their staff accomplishments.

Data and Kindergarten Transition Coordinators. The work of the Data and Kindergarten Transition coordinators is primarily assigned to Ms. Barclay. As Data Coordinator, she is responsible for ensuring that the child assessment and classroom observation protocols are reliably administered. This includes training and coordinating the assessment team and collecting, cleaning, analyzing, and reporting data to other project staff members and the external evaluator. At off-site professional development venues her presentations focused on helping coaches and staff members read and interpret progress monitoring and classroom observation data, giving them the skills to "look at the data and plan their instructional and

coaching goals." Ms. Barclay was supported by the work of Ms. Siemens, who played a role in presenting, to preschool staff members, analyses of the outcome data collected for evaluation purposes. Furthermore, Ms. Siemens and Ms. Ferriter-Smith worked with preschool staff members to apply these skills at their assigned sites.

As Kindergarten Transition Coordinator, Ms. Barclay works with center staff members and kindergarten teachers to help support and enhance efforts to prepare parents and children for the transition to kindergarten and the K-12 school system. This year, kindergarten teachers were invited to participate in the winter institute where they learned about the early literacy professional development the preschool teachers had been receiving. They also had an opportunity to meet with staff members from their local preschool sites to engage in conversations about community resources that could support the kindergarten transition. Teams developed plans for communicating the availability of these supports—Kindergarten Roadmaps—beyond the community served by the preschool sites.

Research indicates that the kindergarten transition is more successful if kindergarten teachers have developed relationships with parent and family members prior to the start of school (Pianta, Rimm-Kauffman, & Cox, 1999). Preschool staff members continued to develop and tweak their processes for identifying and planning meaningful ways to involve preschool children and their parents in events that would introduce them to the kindergarten classrooms, kindergarten staff members, and elementary school administrators.

Staff members, especially coaches, were positive about the communication they had with Ms. Barclay. Overall, the majority of survey respondents indicated that the quantity of communication was "just right" (81%) that her tone was positive (90%), and her communications were "very" or "extremely" helpful (84%).

Family Literacy Coordinator. The Family Literacy Coordinator, a role shared by Ms. Barclay and Ms. Siemens, is responsible for implementing the family literacy plan. There were two major foci this year. First, Ms. Siemens worked with Dr. Jill Allor at Southern Methodist University to design family literacy kits complementary to those developed last year. The purpose of the complementary set of kits was to identify literature and activities that were matched to the curriculum units but that would not duplicate the literature and activities incorporated into previously assemble kits. This would provide families with children participating in the program for two years a larger library of books and activities to engage in with their child at home. The family literacy kits have been viewed as quite successful and have received national attention in two venues. Dr. Allor will be using the MTPEL family literacy kits in a study to evaluate their effectiveness. Second, OPI has received numerous inquiries from sites implementing Striving Readers Comprehensive Literacy grants regarding their development and distribution.

A second focus was to build upon the states' *Ready2Read* library initiative. Ms. Barclay worked with the preschool sites and their local libraries and elementary schools to develop relationships to coordinate offerings through the library initiative and the preschool and elementary schools.

OPI Team

In addition to fulfilling these specific roles, the OPI staff members also contribute their expertise to other aspects of the project. For example, Ms. Ferriter-Smith brings her background and expertise in Response to Intervention to the project and provided professional development at off-site venues to preschool staff members in that regard. She also provided a substantial amount of logistic support in leading the day-to-

day aspects of implementing the grant and organized the provision of differentiated professional development to preschool staff members this year. Ms. Barclay brought her technical expertise to on- and off-site venues to support preschool staff members in their use of technology (e.g., laptops, email, and video cameras) and data analysis. Ms. Siemens brought her expertise of English-language acquisition to the project and supported professional development of preschool staff members and parents geared toward developing oral language and vocabulary in young children.

Consultants

Hired consultants from Side by Side K-12 Consulting also provide professional development to coaches, teachers, and TAs. The consultants work in coordination with the ERF Specialists and do so both on- and off-site. On-site, much of the work they do mirrors that of the Early Reading First Specialists. However, as was reported, they spend more time with the teachers and their use of the curriculum, and generally visit the sites more frequently. Off-site, they work with the ERF Specialists in providing and supporting professional development.

Staff members viewed their communications positively. Overall, the vast majority of survey respondents indicated that the quantity of communication was "just right" (91%) and that their tone was usually positive (97%). The helpfulness of communications with consultants was also reported as "very" or "extremely" helpful (91%). There was little, if any, variation by site.

Center Coaches

Five center coaches work with teachers and TAs in their classrooms. Each site has one coach; some are part-time and some are full-time. Generally, center coaches work with teachers and TAs daily. Over the course of a week, each teacher is expected to receive five hours of coaching.

Center coaches support their staff members with a variety of services. Coaches reported engaging in instructional walk-throughs or observations and providing feedback; assisting with administering assessments; providing logistical support and helping prepare lessons; planning and facilitating staff and data meetings; working with children; videotaping, portfolio development, and reflection activities; and generally being available to support staff with whatever needs they might have.

Staff members also found the communications they had with center coaches to be positive. Overall, the majority of survey respondents (89%) indicated that the quantity of communication was "just right." The majority of center staff members (95%) also reported that their coaches' tone was usually positive. Finally, most staff members (61%) reported coaches' communications as "very" or "extremely" helpful. Teachers from the Great Falls Head Start and Public sites found feedback from their center coach more helpful to them than was reported by teachers and TAs in Evergreen and Hardin. Teacher and TA responses regarding the frequency and tone of communications were similar. Teachers tended to find communication with their coach more helpful than did TAs.

Communication

During the 2011–2012 preschool year, the MTPEL state team met regularly; some meetings were in person and others were conducted via webinar. Meetings were held to stay abreast of both happenings across the centers and to plan and prepare for on-site meetings for center directors and coaches and the institutes.

To further increase communication between OPI staff members, consultants, and center staff members, the ERF Specialists and consultants coordinated site visits to ensure that sites were provided regular support. After these visits, *MTPEL School Visit Notes* were compiled, summarizing the visit and highlighting next steps and suggestions for enhanced implementation. The notes were distributed to the ERF Specialists or hired consultants (as applicable), the project director, and the center coach.

Finally, each visitor to a MTPEL classroom completed an entry to the classroom's *Record of On-site Classroom Support*. These records tracked the teacher/TA visited, date, and amount of time spent, as well as the type of support provided.

Summary

A total of four OPI staff members and four consultants collaborate to implement the program components associated with the MTPEL Early Reading First grant. These staff members provide the majority of professional development and technical assistance to center directors, coaches, teachers and TAs who are implementing the program in the 24 preschool classrooms. They also coordinate the project's Family Literacy and Kindergarten Transition plans and oversee the administration of child assessments and classroom observations by a trained assessment team. In addition to the eight state-team members, five coaches provide technical and logistical support to preschool teachers and TAs on site.

Overall, center staff members viewed communication with the state team and their coach positively. The majority of survey respondents indicated that the quantity of communication was "just right," that their tone was positive, and their communications were "very" or "extremely" helpful. Center staff members were most positive about the communication they had with their consultants.

The state team maintains communication via regular meetings conducted in person and through conference calls. On-site communication between center and project staff members is facilitated via the use of project-developed tools, including *MTPEL School Visit Notes* and the *Record of On-site Classroom Support*.

CHAPTER THREE:
PROFESSIONAL DEVELOPMENT AND FAMILY INVOLVEMENT

From fall 2011 through summer 2012, the Montana Partnership for Early Learning (MTPEL) implemented its professional development program. Professional development was offered to center directors, coaches, teachers (preschool and kindergarten), and teacher assistants (TAs) in off- and on-site venues. Off-site professional development opportunities provided staff members across centers time to come together as a group. On-site professional development opportunities and technical assistance allowed center staff members to receive individualized attention in their work setting. Parents participated in educational opportunities on site.

This chapter describes the variety of professional development formats offered, participation in, content presented, and the degree to which participants found the professional development format and content helpful. The chapter ends with a look at the educational opportunities available to parents of MTPEL's child participants via on-site family literacy events.

The chapter uses data collected from a variety of sources, including project documentation (training agendas, PowerPoint presentations, and sign-in sheets), the Staff Satisfaction Survey, interviews with coaches and Office of Public Instruction (OPI) staff members, and the Parent Survey.

Professional Development Formats and Perceptions

MTPEL's professional development program made use of a variety of formats including institutes; center director and coach meetings; coaching from Early Reading First (ERF) Specialists, consultants, and site coaches; center director walk-throughs; and undergraduate/graduate coursework (Table 3-1). A description of each format and the extent of its perceived usefulness by participants follow.

Table 3-1
Summary of Professional Development Formats and Participants

Participants	Off-site	On-site
Center Directors and Coaches	Center Director and Coach Meetings (Great Falls)	Center Director and Coach Meetings (webinars)
Center Directors, Coaches, and Preschool and Kindergarten Teachers	Winter Institute	
Center Directors, Coaches, Teachers, and TAs	Summer Institute	Coaching from Early Reading First Specialists
Coaches, Teachers, and TAs		Coaching from Consultants
Teachers and TAs	Undergraduate/graduate coursework	Coaching from coaches
		Center director walk-throughs

Institutes

Twice a year, in winter and summer, center staff members participate in institutes. The winter institute is available for center directors, coaches, and teachers to attend (kindergarten teachers were invited this year as well); the summer institute also includes TAs. Institutes tend to be three days in length and include MTPEL's OPI staff members and consultants as trainers. The 2012 winter institute was held in Great Falls in February. Sites participated in differentiated professional development in summer 2012. Some sites provided professional development to their staff on site and others participated in the Montana Instructional Institute.

In spring 2012, the majority of participants (at least 66%) found the institutes to be "average" or "very" helpful. Coaches found the 2011 summer and 2012 winter institutes more helpful than did teachers, and teacher assistants found the summer institute more helpful than did teachers.

Center Director and Coach Meetings

In addition to institutes, professional development is offered to center directors and coaches. Beginning in October 2011, the first of six center director and coach meetings was held. Two meetings were held in Great Falls (October and April). These meetings usually occurred over two days, with the center director and coach attending the first day and only the coach attending the second. During the other months (November, January, March, and May), center directors and coaches participated in webinars from their preschool sites. MTPEL's OPI staff members organized and presented content at these meetings.

All of the center directors and coaches found the Great Falls meetings and webinars to be helpful. However, directors and coaches viewed the Great Falls meetings more positively than the webinars; 90 percent found the Great Falls meeting "very" or "extremely" helpful, while only 50 percent found the webinars as helpful.

Coaching from ERF Specialists and Consultants

In addition to off-site professional development at the institutes, and the center director and coach meetings, each site receives weekly visits (or three to four visits per month) from either an ERF Specialist or a hired consultant. According to interviewed coaches, the types of supports provided to center staff members from the ERF Specialists and consultants were similar. During these visits ERF specialists and consultants work with both center leadership and the instructional staff by supporting the development of skills introduced in off-site professional development venues. In their work with center leadership (directors and coaches), they engage in relationship-building, leadership development, data analysis, and, this year, sustainability planning. They observe teachers in their classrooms and model as necessary. At any time they are available to brainstorm, answer questions, provide feedback, and offer support.

Coaches found the helpfulness of support from ERF Specialists and consultants equally valuable—they all found it to be "very" or "extremely" helpful. A larger proportion of teachers found the coaching from consultants, as compared with coaching from ERF Specialists, to be "very" or "extremely" helpful (62% and 41%, respectively).

Coaching from Site Coaches

Center coaches work with teachers and TAs daily; over the course of a week, each teacher is expected to receive five hours of coaching. As noted earlier in Chapter Two, center coaches supported their staff members with a variety of services including conducting walk-throughs or observations and providing feedback; assisting with administering assessments; providing logistical support and helping prepare lessons; planning and facilitating meetings; and videotaping, portfolio development, and reflection. In terms of "helpfulness," survey data showed that one-half of teachers (51%) found the classroom-based coaching "very" or "extremely" helpful, while 50 percent found the pre-/post-coaching conferences of "average" helpfulness. Helpfulness of portfolio development fell between the two—42 percent found it "very" or "extremely" helpful, while 39 percent reported it to have "average" helpfulness.

Center Director Walk-throughs

Teachers and TAs also receive support from their center director. As an instructional leader, the center director goes beyond the role of an administrator and becomes a leader in instructional issues as well. In the case of MTPEL, that would, at the least, entail understanding the curriculums, assessments, and the Response to Intervention (RTI) process and being able to recognize when essential components of those are, or are not, being implemented in the classrooms. To do this effectively, center directors conduct walk-throughs of the classrooms in order to gather data to provide meaningful support and feedback to teachers and coaches. Three-fifths of teachers who received feedback following a walk-through by their center director reported it was "very" or "extremely" helpful (60%).

Undergraduate/Graduate Coursework

MTPEL funding can be used to pay for 100 percent of the cost of tuition and fees of up to three credit hours/semester of undergraduate- or graduate-level course work at Montana colleges or universities. This course work must be related to scientifically based reading research, early childhood education, special education, reading, or other MTPEL-related topics. The availability of this opportunity was announced throughout the year.

Professional Development Participation

Center directors', coaches', teachers', and TAs' participation in MTPEL professional development opportunities occurred both off- and on-site at institutes, center director and coach meetings, through site visits from ERF Specialists and consultants, and at local colleges and universities. Participation in most forms of MTPEL professional development was high. There was near perfect, if not perfect, attendance in the 2012 winter institute, center director and coach meetings, and coaching from ERF Specialists, consultants, and site coaches. There was less perfect participation in the 2011 summer institute and center director walk-throughs. There was little participation in undergraduate/graduate coursework.

Off-site Professional Development

Off-site professional development included summer and winter institutes, coach and director meetings (in Great Falls), and undergraduate/graduate course work opportunities. Staff member participation was highest at the winter institute and the coach and director meetings, followed by the summer institute and undergraduate/graduate coursework.

According to survey data and sign-in sheets, all MTPEL center directors and coaches, as well the vast majority of teachers attended the winter institute. Attendance at the 2011 summer institute was somewhat difficult to assess. Data showed the vast majority of coaches and directors participated. Because teachers participated in break-out sessions during the summer institute and were in a number of different rooms, not all found the sign-in sheets; just over one-half of teachers signed in (54%). However, the majority of teachers (88%) indicated they had participated in the summer institute on the survey. Additional names on sign-in sheets for the Summer Institute indicate that a number of TAs were also in attendance. All of the center directors and coaches who completed the Staff Satisfaction Survey indicated they had participated in center director and coach meetings.

Participation in undergraduate/graduate coursework was the least utilized means of professional development. According to survey data, two teachers and one TA took advantage of this opportunity. Center staff members who did not take advantage of this opportunity were asked why they did not. The most common reason teachers and TAs reported not doing so were was a lack of familiarity with the opportunity. Coaches and center directors were more likely to report previous participation in graduate coursework or lack of time to take advantage of the opportunity.

> *I didn't know I could take coursework. (Teacher)*

> *I have not participated yet, as I am waiting for my transcripts to be sent to a few colleges I am interested in, to see what credits transfer so I can finish getting my teaching degree. (TA)*

In total, teachers participated in five days, and TAs in two days, of off-site professional development by attending summer and/or winter institutes (approximately 40 hours and 16 hours respectively). Center directors and coaches participated in seven to nine days of off-site professional development through their participation in the summer and winter institutes and the off-site center and director meetings (approximately 56 and 72 hours, respectively).

On-site Professional Development

Onsite professional development was offered to center staff members through coaching/technical assistance support from ERF Specialists, consultants, site coaches, and center directors. Center directors, coaches, and teachers/TAs received on-site professional development from ERF Specialists and consultants. Teachers were more likely to receive support from their site coach than their center director.

Survey data and MTPEL *Record of On-site Classroom Support* logs indicate that the majority of teachers and coaches/directors received support from ERF specialists and consultants. Table 3-2 shows the total number of coaches and teachers who reported receiving support from ERF Specialists and consultants.

Table 3-2
Number of Teachers and Coaches Reporting Coaching with ERF Specialists and Consultants

Site	Total Teachers and Coaches	ERF Specialists	Consultants
Evergreen	3	2	na
Fort Belknap	1	1	1
Great Falls Head Start	8	7	8
Great Falls Public	6	6	6
Hardin	4	3	2
Percentage		86%	90%

The majority of teachers and coaches indicated that they received coaching support from their ERF Specialist and consultant(s), and similar proportions of teachers and coaches reported receiving such support. Data from MTPEL *Record of On-site Classroom Support* logs corroborates this. Logs indicate that ERF Specialists worked with all teachers at all sites and with leadership at all sites, except one (Hardin), and that consultants worked with all teachers and leadership at sites to which they were assigned.

Table 3-3 shows the total number of teachers who reported receiving coaching from their site coach in the classroom, in a pre/post conference, and through portfolio development.

Table 3-3
Number of Teachers Reporting Coaching Activities with Site Coach

Site	Total Teachers	Classroom Coaching	Pre/Post Conference	Portfolio Development	Any Coaching Activity
Evergreen	2	1	1	2	2
Fort Belknap	--	--	--	--	--
Great Falls Head Start	7	7	3	5	6
Great Falls Public	5	5	5	5	5
Hardin	3	3	3	2	3
Percentage	17	94%	71%	82%	94%

The vast majority of teachers indicated that they worked with their coach during the school year. Teachers were more likely to have received in-class coaching and to have worked on the development of a portfolio with their coach than to have participated in a pre-/post-coaching conference. Almost all teachers (94%) reported receiving in-class coaching, about four-fifths (82%) reported developing a portfolio, and almost three-quarters (71%) reported participating in pre-/post-conference coaching. Data from the MTPEL *Record of On-site Classroom Support* logs also show that coaches worked with teachers at all sites. (Note: These data do not include results from Fort Belknap; Staff Satisfaction Surveys were not completed by teachers at Fort Belknap, nor were site coaching logs received from their coach.)

Finally, it is unclear the extent to which center directors conducted walk-throughs. Survey data revealed the majority of teachers (69%) reported receiving feedback from their center-director after conducting a walk-through in their classroom.[4] These teachers were from all sites, except Fort Belknap. However, data from the MTPEL *Record of On-site Classroom Support* logs indicate that directors conducted classroom observations at only two sites, representing 4 teachers (17%).

In total, on-site professional development was provided to center directors and coaches through webinars. In addition, center directors, coaches, teachers, and TAs received coaching from ERF Specialists and consultants. Finally, teachers and TAs received center-based coaching from their site coaches and support from their center director. The total amount of time spent in this on-site professional development is hard to calculate. Not all ERF Specialists, consultants, coaches, and directors completed the MTPEL *Record of On-site Classroom Support* in the same way (in particular the coach at Great Falls Head Start reported significantly more coaching time than coaches at other sites). However, these logs do account for over 3,400 hours of professional development, technical assistance, and support provided onsite (see Table 3-4)

[4] Teachers were not specifically asked if their center director conducted walk-throughs.

Table 3-4
Total Hours of Onsite Support by Site and Role

	Total	ERF Specialist	Consultant	Coach	Director
Evergreen	425	105	na	233	87
Fort Belknap	469	158	311	--	--
Great Falls Head Start	1,722	153	61	1,508	--
Great Falls Public	443	54	22	367	--
Hardin	374	9	72	271	22
Total	3,433	479	466	2,379	109

Table 3-4 shows that center staff members participated in on-site professional development with ERF Specialists, consultants, coaches and directors at the vast majority of sites. The most onsite support was provided at Great Falls Head Start, where 1,722 hours were reported in logs; Great Falls Head Start has the largest number of classrooms. Fort Belknap received the most hours of support from ERF Specialists and consultants, followed by Great Falls Head Start. Teachers received the most coaching support at Great Falls Head Start (188 hours on average), followed by teachers at Evergreen, Hardin, and Great Falls Public (87 hours, on average)

Professional Development Content

Across the varied professional development formats, MTPEL provided content in numerous areas. Focal areas this year included using assessment data to identify and plan instruction for Tier 2 and Tier 3 students; emergent writing, phonological and print awareness; and developing sustainability plans to continue MTPEL implementation regardless of continued funding. Professional development was also provided in a differentiated manner this year to address the needs of new and returning staff members that had varying levels of experience and expertise. Additional professional development topics that were addressed throughout the year included implementing the curriculums, *Opening the World of Learning* (OWL) and *Language for Learning* (LFL); data meetings; family literacy; kindergarten transition and the development of "Road Maps;" and using CLASS and ELLCO data. Center directors and coaches also received professional development on leadership and coaching.

The Staff Satisfaction Survey provided a list of professional development content and asked survey respondents to indicate if they received content in each area and how helpful the content had been.

- At least 80 percent of teachers indicated they participated in training in most topic areas. Areas in which fewer teachers indicated receiving professional development were using data to identify children for, or planning, Tier 2/3 instruction (about one-quarter of teachers reported not receiving professional development in these areas) and collaborative teaming and data teams (about one-half of teachers reported not receiving professional development in these areas).
- Almost all, if not all, coaches reported receiving professional development in all but one of the topic areas. The one area where coaches were less likely to report participation was in early childhood development/behavior (two breakout options were offered during the 2011 summer institute).
- TA's participation in professional development content was the most varied. While the only off-site professional development they participated in was the 2011 summer institute, they could have received professional development in a variety of areas on-site from coaches, ERF

Specialists, and consultants. Still the majority of TAs (at least 70%) indicted they received professional development in the areas of the OWL and LFL curriculums, language and vocabulary development, and phonological awareness.

Regarding the helpfulness of the content, at least 60 percent of staff members receiving professional development found the following topic areas "very" or "extremely" helpful:

- OWL curriculum
- Using CLASS/ELLCO data to improve my classroom environment
- Language/vocabulary development
- Emergent writing
- Phonological awareness
- Print awareness

Almost two-thirds of teachers (65%) indicated that training on administering, analyzing, and using progress-monitoring assessments was "very" or "extremely" helpful. TAs found training in both planning cultural break units (80%) and early childhood development/behavior (60%) "very" or "extremely" helpful.

Most coaches found the training content "very" helpful. In interviews, when coaches were asked "what 2011–2012 preschool year professional development opportunities were most helpful to you as coach," coaching was one area that several coaches mentioned:

> *The last one is very stuck in my mind. Frances Bessellieu's talk on coaching was very helpful.*

> *Coaching was hit on a lot this year and it hit home. I felt like it was something that really helped and I looked forward to how I could use it back on-site.*

A third coach appreciated the differentiated approach taken to the provision of professional development:

> *At institutes it was differentiated. They did some break-out sessions and it was much more meaningful to go to a strand to get extra information as opposed to sitting through something we had already heard*

A fourth coach appreciated the leadership training:

> *Leadership training—it's always great, the little pieces that I take away.*

There were a few training areas that fewer participating staff members found "very" or "extremely" helpful. These included training on the kindergarten transition (69%), family literacy (66%), planning cultural break units (65%), collaborative teaming (61%), and data teams (60%).

Coaches were asked about the successes and challenges of implementing MTPEL in the classrooms. The majority of coaches mentioned that curriculum implementation was a definite success for teachers. In addition, some teachers found success using data and the Response to Intervention process.

Implementing the curriculum with fidelity—they did not have to learn it, they knew what was coming, and they knew the small group work. They had fidelity and intention and truly understood the purpose of the lessons. (Coach)

Few challenges were reported by coaches. Challenges included classroom management, portfolio development, and Tier 3 children not responding to interventions; however, these challenges were not common across sites and/or classrooms.

Family Involvement

Through the work of the Family Literacy and Kindergarten Transition coordinators, MTPEL encourages family involvement in their child's education. Coordinators collaborate with center staff members to support and expand the activities already offered to families. In addition, the Family Literacy Coordinator assists in the development of family literacy kits that match each of the six OWL curriculum units. MTPEL also encourages centers to invite parents into the classrooms to participate in field trips and family literacy events.

Table 3-5 shows that many parents were involved in family literacy activities—events, field trips and using family literacy kits. In fact, only 7 percent of respondents indicated they had not participated in any family literacy event. Parents were more likely to attend two or three events rather than just one (36%, 30%, and 27% respectively). Fewer parents participated in kindergarten transition activities, but many planned to.

Table 3-5
Family Involvement in Family Literacy and Kindergarten Transition Activities (N=270)

Event	Participated
Family Literacy	
Attend events at your child's preschool where you learned about the MTPEL program, Family Literacy Kits, field trips, and other activities available to you and your child	81%
Use a Family Literacy Kit at home with your child	84%
Attend field trips with your child	45%
Kindergarten Transition	
Attend a kindergarten orientation	24%
Meet your child's kindergarten teacher	16%
Plan to attend a kindergarten readiness/orientation event in your community	59%

Reported participation in kindergarten transition activities was lower than participation in family literacy activities; about 26% or respondents indicated participating in kindergarten transition activities. However, about three-fifths of parents indicated that they intended to participate in such an event (after the survey was administered). Furthermore, almost all of parent respondents, whose child would be attending kindergarten in the fall and who received a home visit from their child's teacher, indicated that they had discussed kindergarten readiness issues (89%).

While family literacy events were planned at the site-level, they had similar components across sites. Coaches reported hosting a variety of events to involve parents in their child's education. These included beginning-of-the-year orientation/open house; monthly parent meetings; home visits; open invitations to participate in field trips, breakfast, lunch, and holiday parties; newsletters; and morning drop-off and

afternoon pick up. Coaches and teachers were also involved in reviewing the materials and activities in the family literacy kits and distributing them to parents when the curriculum unit themes changed. Some sites did this during family literacy nights and/or afternoons and some incorporated these "trainings" into other activities, including parent teacher conferences or field trips.

> *We held monthly parent meetings where we would hand out our family literacy kits and explain how to use them.* (Coach)

In regard to kindergarten transition activities, coaches described three main activities that were undertaken to ease the kindergarten transition process. All activities did not necessarily occur at all centers. Some centers put together summer packets that contained information about community events (library, parks, recreation) in which families could participate and/or materials and activities to keep children engaged in skill building during the summer break. At one center, these skill-building activities were individualized for the children to ensure they received practice, over the summer, in areas where they had the most need.

Some centers gathered student assessment data and provided it to elementary school staff members so they would "have an idea of the children in their classroom in the fall."

Finally, most families with kindergarten-bound children, or children who would be attending kindergarten in the fall, had an opportunity to visit their elementary school, meet the principal and or kindergarten teachers, and/or spend time in a kindergarten classroom to experience the routines and interact with the materials, staff, and children. One site invited the kindergarten teachers to the preschool's end-of-year picnic and arranged for the preschool teachers to be at the elementary school on the first day of kindergarten.

Summary

MTPEL's professional development program made use of a variety of formats including institutes; center director and coach meetings; coaching from ERF Specialists, consultants, and site coaches; center director walk-throughs; and undergraduate/graduate coursework. The majority of staff members found almost all of the formats "very" or "extremely" helpful, especially the center director and coach meetings in Great Falls, and the leadership assistance from ERF Specialists and consultants. Institutes, center director and coach meetings held by webinar, coaching of teachers by site ERF Specialists, consultants and coaches, and feedback from center directors were viewed positively, but less so than the other professional development formats.

A tremendous amount of professional development was offered and received. Coaches and center directors were offered up to 72 hours, teachers were offered up to 40 hours, and TAs were offered up to 16 hours of off-site professional development. Of the almost 5,000 hours of on-site professional development envisioned in the proposal, MTPEL *Record of On-site Classroom Support* logs accounted for over 3,400 hours of professional development, technical assistance, and support. These logs showed that differentiated support was provided by the state team as more hours were logged in at Fort Belknap and Great Falls Head Start. Data also showed that the vast majority of staff members were supported by ERF Specialists, consultants, and site coaches. Participation in undergraduate/graduate coursework was the least utilized means of professional development

Professional development was provided in a differentiated manner to meet the needs of new and returning staff members. As a result, some content that was previously provided was re-offered and new content areas were addressed. Topics that were included in professional development across the formats included implementing the curriculums; implementing data meetings; promoting family literacy; facilitating the kindergarten transition and the development of "Road Maps;" and using CLASS and ELLCO data to improve the classroom environment and instruction. Center directors and coaches also received continued professional development on leadership and coaching. The state team also focused professional development in several areas including using assessment data to identify and plan instruction for Tier 2 and Tier 3 students; emergent writing, phonological and print awareness; and developing sustainability plans. Content areas that were most appreciated by staff members included: the OWL curriculum; using CLASS/ELLCO data; language/vocabulary development; emergent writing; phonological awareness; print awareness; administering, analyzing, and using progress monitoring assessments; and coaching.

Finally in regard to family involvement, the vast majority of parents indicated that they took advantage of family literacy opportunities such as literacy nights, field trips, or using family literacy kits and many parents with children age-eligible to attend kindergarten in the fall had received information or some exposure to kindergarten transition activities. Center staff members used a variety of formats and activities to engage family members in literacy and kindergarten transition activities including open houses, luncheons, picnics, newsletters, field trips, activity packets, and sharing data and other information about preschoolers with kindergarten staff members.

CHAPTER FOUR: PROFESSIONAL DEVELOPMENT OUTCOMES

The Montana Partnership for Early Literacy (MTPEL) implemented its professional development program as a means of giving center staff members and parents essential skills. These skills, when practiced in the classroom, home, and community, are intended to increase preschoolers' ability to participate in preschool activities and eventually transition successfully to kindergarten. This chapter uses data from a variety of sources to ascertain the impact that preschool and kindergarten teachers', teacher assistants' (TAs), coaches', center directors', and parents' participation in professional development or educational opportunities had on their knowledge and practice. It uses data from the *Teacher Knowledge Survey*, the Early Literacy and Language Classroom Observation (ELLCO), Classroom Assessment Scoring System (CLASS), the Parent Survey, the Kindergarten Teacher Survey, and data from telephone interviews with Montana Office of Public Instruction (OPI) staff members and center coaches.

Teacher Knowledge Survey

The *Teacher Knowledge Survey* is comprised of two parts. Part One is a knowledge test containing 50 multiple choice questions and 20 true or false questions about "ways to support language and literacy in the classroom." Part Two contains 20 statements about "personal learning styles and beliefs as a caregiver;" respondents use a 5-point Likert scale that best reflects their disagreement/agreement with the statement.

Part One

The 70 items in Part One were grouped into 12 categories based on content.[5] These categories and the number of collapsed items are shown in Table 4-1, along with the average percentages of items answered correctly overall and in each category; these same statistics are displayed for each participant role and site. Data reflect participants' knowledge at baseline in winter 2010, spring 2011, and spring 2012.

[5] Four items were not categorized.

Table 4-1
Winter 2010, Spring 2011, and Spring 2012 Scores on *Teacher Knowledge Survey*, Part One

Item Category	All Centers	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin
Phonological/Phonemic Awareness & Phonics (9 items)									
Winter 2010	58%	60%	53%	65%	61%	40%	61%	78%	65%
Spring 2011	65%	65%	61%	64%	70%	44%	64%	68%	67%
Spring 2012	63%	70%	54%	72%	76%	49%	64%	68%	72%
Language and Vocabulary Development (12 items)									
Winter 2010	57%	56%	52%	60%	60%	40%	50%	44%	50%
Spring 2011	57%	56%	53%	57%	62%	49%	57%	47%	72%
Spring 2012	53%	55%	46%	70%	62%	47%	52%	60%	50%
Letter Knowledge (3 items)									
Winter 2010	40%	43%	35%	39%	44%	26%	41%	60%	42%
Spring 2011	40%	42%	36%	50%	44%	20%	58%	36%	37%
Spring 2012	43%	47%	37%	83%	33%	39%	47%	36%	63%
Print Awareness (8 items)									
Winter 2010	57%	56%	52%	71%	71%	41%	57%	70%	63%
Spring 2011	55%	56%	47%	66%	63%	38%	63%	59%	48%
Spring 2012	56%	58%	49%	58%	66%	39%	56%	64%	66%
Emergent Writing (6 items)									
Winter 2010	64%	62%	61%	83%	67%	56%	70%	87%	56%
Spring 2011	78%*	84%	64%	83%	81%	77%	69%	77%	87%
Spring 2012	69%*	73%	61%	79%	83%	51%	71%	80%	73%
Reading (6 items)									
Winter 2010	86%	86%	83%	94%	81%	75%	92%	87%	94%
Spring 2011	91%	93%	86%	96%	92%	87%	94%	90%	93%
Spring 2012	86%	86%	84%	96%	95%	71%	94%	86%	94%
Working with ELLs (4 items)									
Winter 2010	76%	73%	75%	92%	75%	55%	84%	95%	84%
Spring 2011	81%	85%	65%	94%	92%	65%	75%	86%	80%
Spring 2012	82%	90%	70%	100%	89%	67%	83%	91%	91%
Children's Family and Culture (3 items)									
Winter 2010	67%	65%	64%	78%	78%	48%	67%	100%	73%
Spring 2011	73%	75%	64%	83%	72%	73%	83%	69%	70%
Spring 2012	72%	76%	63%	92%	76%	58%	69%	91%	75%
Differentiating Instruction (6 items)									
Winter 2010	64%	66%	59%	78%	78%	55%	58%	67%	74%
Spring 2011	77%*	76%	74%	100%	94%	60%	67%	70%	92%
Spring 2012	63%*	63%	55%	75%	81%	44%	68%	58%	63%

* $p \leq .04$

Table 4-1 (continued)
Winter 2010, Spring 2011, and Spring 2012 Scores on *Teacher Knowledge Survey*, Part One

Item Category	All Centers	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin
Assessment (8 items)									
Winter 2010	55%	56%	52%	60%	60%	40%	61%	83%	50%
Spring 2011	64%*	73%	49%	70%	67%	58%	61%	65%	68%
Spring 2012	57%*	57%	51%	72%	70%	51%	55%	64%	50%
Math (5 items)									
Winter 2010	43%	43%	42%	50%	37%	41%	38%	56%	51%
Spring 2011	54%*	57%	40%	55%	60%	64%	60%	44%	54%
Spring 2012	48%	49%	43%	65%	51%	48%	43%	42%	63%
Total Score									
Winter 2010	62%	61%	58%	72%	65%	50%	63%	80%	65%
Spring 2011	67%*	69%	60%	74%	74%	57%	68%	65%	72%
Spring 2012	63%*	66%	55%	76%	73%	51%	63%	68%	69%

* $p \leq .04$

Overall this spring, respondents answered about two-thirds (63%) of the items correctly on Part One of the *Teacher Knowledge Survey*. About 20 percent of respondents (19%) answered less than 50 percent of the items correctly; three-fifths (62%) answered between one-half and three-quarters of the items correctly, and 20 percent answered more than three-quarters of the items correctly. This spring, the total percentage of correctly answered items was significantly lower than last spring (63% versus 67%); a larger proportion of staff members answered no more than 50 percent of the items correctly (19% versus 5%), a smaller proportion of staff members answered between one-half and three-quarters of the items correctly (62% versus 68%), and a smaller proportion of staff members answered at least three-quarters of the items correctly (20% versus 28%).

As in previous years, staff members were most knowledgeable in the areas of reading and working with English language learners (ELLs). Other areas where center staff members correctly answered at least three-fifths of the questions were: incorporating the families and cultures of the children in their classrooms, emergent writing, phonological awareness and phonics, differentiating instruction, and language and vocabulary development. Some of the skills endorsed by the National Early Literacy Panel (NELP, 2008) as being predictive of later literacy skills, including letter knowledge and print awareness, were areas in which respondents continued to answer fewer questions correctly (43% and 56% correct, respectively). Staff members were least knowledgeable on the topic of letter knowledge. Staff members answered fewer items correctly (with statistical significance) in three areas—assessment, differentiating instruction, and emergent writing.

From baseline in winter 2010 to spring 2012 there was no significant difference in the total score on Part One of the *Teacher Knowledge Survey* or on any of the subscales.

Part Two

The 20 items in Part Two were also grouped into three content-based categories. Table 4-2 displays these categories and the number of collapsed items in each subscale.[6] This table also shows the average score (and standard deviation) on each subscale, overall and in each category; these same statistics are displayed for each participant role and site. In analyzing these data, the 5-point Likert scale used on the survey was converted into numbers as follows: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly Agree.

Table 4-2
Winter 2010, Spring 2011, and Spring 2012 Scores on the *Teacher Knowledge Survey*, Part Two

	Mean (SD)								
Item Category	**All Centers**	**Teachers**	**TAs**	**Coaches**	**Evergreen**	**Fort Belknap**	**Great Falls Head Start**	**Great Falls Public**	**Hardin**
Confidence (8 items)									
Winter 2010	3.9 (0.4)	3.9 (0.4)	3.9 (0.4)	4.0 (0.6)	4.1 (0.3)	4.0 (0.2)	4.0 (0.4)	4.2 (0.4)	3.6 (0.5)
Spring 2011	4.1 (0.5)	4.1 (0.4)	4.0 (0.5)	4.1 (0.6)	4.2 (0.4)	4.5 (0.4)	3.8 (0.4)	4.0 (0.4)	4.2 (0.6)
Spring 2012	4.0 (0.5)	4.0 (0.6)	3.9 (0.5)	4.4 (0.6)	3.9 (0.4)	3.7 (0.5)	4.0 (0.7)	4.1 (0.5)	4.2 (0.4)
Efficacy[7] (4 items)									
Winter 2010	3.6 (0.5)	3.7 (0.6)	3.4 (0.6)	3.8 (0.4)	3.9 (0.2)	3.3 (0.5)	3.5 (0.6)	4.3 (0.3)	3.6 (0.5)
Spring 2011	3.9* (0.6)	4.0 (0.6)	3.7 (0.5)	4.0 (0.7)	4.0 (0.4)	3.9 (0.5)	3.9 (0.6)	3.8 (0.6)	4.2 (0.7)
Spring 2012	3.8 (0.6)	3.9 (0.6)	3.5 (0.5)	4.4 (0.3)	3.7 (0.4)	3.3 (0.7)	3.9 (0.6)	4.1 (0.5)	4.0 (0.4)
Attitudes About Learning (6 items)									
Winter 2010	3.9 (0.4)	3.9 (0.3)	3.9 (0.5)	4.1 (0.3)	3.8 (0.3)	3.9 (0.4)	3.9 (0.5)	3.7 (0.1)	4.0 (0.4)
Spring 2011	3.6* (0.4)	3.4 (0.3)	3.7 (0.3)	3.8 (0.5)	3.8 (0.2)	3.9 (0.3)	3.5 (0.3)	3.5 (0.3)	3.7 (0.5)
Spring 2012	3.6^ (0.5)	3.5 (0.5)	3.7 90.5)	3.6 (0.3)	3.5 (0.4)	3.6 (0.5)	3.7 (0.5)	3.4 (0.5)	3.5 (0.4)
Average Score (18 items)									
Winter 2010	3.8 (0.3)	3.9 (0.3)	3.7 (0.3)	3.9 (0.3)	3.9 (0.2)	3.7 (.03)	3.8 (0.3)	4.1 (0.1)	3.7 (0.4)
Spring 2011	3.9 (0.4)	3.8 (0.4)	3.8 (0.3)	3.9 (0.4)	4.0 (0.2)	4.1 (0.2)	3.8 90.4)	3.8 (0.3)	4.0 (0.5)
Spring 2012	3.8 (0.4)	3.8 (0.4)	3.7 (0.4)	4.1 (0.3)	3.7 (0.3)	3.6 (0.4)	3.9 (0.5)	3.8 (0.3)	3.9 (0.3)

*p<.01 (2010 to 2011)
^p=.000 (2010 to 2012)

[6] Two items were not categorized.
[7] Two items were reverse scored (#8 and #14).

Table 4-2 shows little change, overall, from spring 2011 to spring 2012 in center staff members' opinions about their confidence, efficacy, and attitudes about learning. They continued to be more likely to agree with the confidence and efficacy items than the attitude items. Likewise, from baseline in winter 2010 to spring 2012, there was no significant difference in the total score on Part Two of the *Teacher Knowledge Survey* or on the confidence or efficacy subscale scores. There was, however, a significant decrease in the attitudes about learning subscale score from winter 2010 to spring 2012 (3.9 to 3.6, p=.000).

Looking at the items within the confidence subscale, four-fifths or more of respondents reported confidence in their ability to *help, motivate, and support* the children in their classroom regarding early language, literacy, and writing. This was similar to last year. Respondents were less confident in their ability to *teach* children in their classrooms rhymes and alphabet letters. Respondents were least confident in their ability to work with ELLs. These findings were, again, similar to last year.

In regard to efficacy, similar proportions of respondents (at least 85%) in spring 2011 and spring 2012 felt they understood language concepts to support children in early reading and writing and similar proportions of respondents (about two-thirds) *disagreed* that they could not teach early reading and writing skills "as well as I teach other skills" and agreed that they had the knowledge and skills to work effectively with a child who has language difficulties. Compared to last spring, a smaller proportion of respondents *disagreed* that were not effective in keeping track of children's early reading and writing skill development (74% and 59%, respectively).

The overall attitudes about learning score were similar to last year. Most respondents (more than 85%) continued to agree that they enjoyed learning new skills to teach early reading and writing and that they were interested in learning more to support their children's language and literacy development. This spring, a smaller proportion of respondents agreed that "Learning new ways to support children's early reading and writing skills would be useful to me" (82% compared to 95%); this may be because some staff members have been involved in the program since winter 2010. Similar percentages of respondents agreed that "I would value having a better understanding of children's early language development" this spring and last (about 75%). A smaller proportion of respondents agreed that "Changing my practice to better support early language development would take a lot of time and energy" (7% versus 19%), but a larger proportion agreed that "I would have to give up things I enjoy doing in order to invest time in learning about children's development of early reading and writing skills" (15% versus 7%).

Instruction and Classroom Environment

The MTPEL grant identified six standards for teacher practice that address instruction and the classroom environment:

1. Teachers establish rich and engaging physical learning environments.
2. Teachers support children's abilities to attend to instruction, persist with difficult tasks, cooperate with peers and adults, and use language to solve problems.
3. Teachers support the development of young children's language and early literacy skills throughout the day, using intentional, playful, and engaging instruction.
4. Teachers support the development of young children's higher order thinking skills and understanding of the world and the way things work.

5. Teachers create environments and differentiated instructional opportunities that meet the needs of diverse learners.
6. Teachers use information and data from a variety of sources to understand children's instructional needs and to improve teaching and learning for young children.

The CLASS and the ELLCO were used to determine growth in the first five areas. The sixth standard was evaluated using data collected from the survey data from teachers and telephone interviews with center coaches. The first set of analyses is based on evaluator observations from baseline (winter 2010) to spring 2012. Analyses were conducted with all winter and spring observations and only with teachers with observation data from both time periods. For the analyses with all observations, 21 ELLCO observations were included from winter 2010 and 23 were included from spring 2012; 20 CLASS observations were included from winter 2010 and 23 were included from spring 2012. For the matched analyses, 10 classrooms were included in both the ELLCO and CLASS analyses in both winter 2010 and spring 2012. The second set of analyses were based on classrooms that were observed by the MTPEL assessment team in both fall 2011 and spring 2012 (i.e., the classrooms were matched; N=20). Appendix A contains data on all the classroom observations.

Winter 2010 to Spring 2012 ELLCO and CLASS Analyses

Table 4-3 summarizes results from the first set of analyses using all (unmatched) classroom observation data from winter 2010 and spring 2012. It shows that gains were seen in all areas. Overall, classrooms showed statistically significant ($p \leq .05$) gains on two of the five standards:

- Teachers support the development of young children's higher order thinking skills and understanding of the world and the way things work.
- Teachers create environments and differentiated instructional opportunities that meet the needs of diverse learners

Significant gains were also seen on three domains used to measure two additional standards:

- Teachers support children's abilities to attend to instruction, persist with difficult tasks, cooperate with peers and adults, and use language to solve problems (CLASS Emotional Support)
- Teachers support the development of young children's language and early literacy skills throughout the day, using intentional, playful, and engaging instruction (ELLCO The Language Environment and Print and Early Writing)

In regard to the matched classroom analyses, gains were witnessed in all areas, except one—CLASS Classroom Organization. Statistical tests were not used due to the small sample size. Trends were similar, but gains were smaller than those in the unmatched analyses.

Table 4-3
Summary of Changes in Standards for Teacher Practice, Winter 2010 to Spring 2012

Standard	Classroom Observation Tool and Domain	All Classrooms ELLCO (N Winter=21, Spring=23) CLASS (N Winter=20, Spring=23)				Matched Classrooms (N = 10)		
		Winter 2010 Mean (SD)	Spring 2012 Mean (SD)	Change	T-test *p* value	Winter 2010 Mean (SD)	Spring 2012 Mean (SD)	Change
Teachers establish rich and engaging physical learning environments.	ELLCO—Classroom Structure	14.4 (2.2)	15.9 (2.9)	1.5	.075	14.7 (2.3)	15.8 (2.3)	1.1
Teachers support children's abilities to attend to instruction, persist with difficult tasks, cooperate with peers and adults, and use language to solve problems.	CLASS—Emotional Support	5.0 (0.8)	5.6 (0.9)	0.6	.028	5.2 (1.0)	5.3 (0.9)	0.1
	CLASS—Classroom Organization	4.4 (1.9)	5.0 (1.2)	0.6	.087	4.7 (1.0)	4.6 (1.4)	-0.1
Teachers support the development of young children's language and early literacy skills throughout the day, using intentional, playful, and engaging instruction.	ELLCO—The Language Environment	10.3 (2.9)	14.5 (3.7)	4.2	.000	10.9 (3.1)	14.4 (3.5)	3.5
	ELLCO—Books and Book Reading	14.5 (4.9)	17.0 (3.7)	2.5	.066	15.4 (4.9)	17.2 (3.5)	1.8
	ELLCO—Print and Early Writing	7.6 (1.7)	9.4 (2.9)	1.8	.014	7.9 (2.0)	9.1 (3.0)	1.2
Teachers support the development of young children's higher order thinking skills and understanding of the world and the way things work.	CLASS—Instructional Support	2.8 (1.1)	4.1 (1.2)	1.3	.001	3.2 (1.3)	3.8 (1.2)	0.6
Teachers create environments and differentiated instructional opportunities that meet the needs of diverse learners.	ELLCO—Curriculum	8.1 (1.4)	10.5 (2.1)	2.4	.000	8.1 (1.8)	10.3 (1.8)	2.3
	CLASS—Instructional Support	2.8 (1.1)	4.1 (1.2)	1.3	.001	3.2 (1.3)	3.8 (1.2)	0.6

Fall 2011 to Spring 2012 ELLCO and CLASS Analyses

Table 4-4 summarizes results from the second set of analyses. It shows that losses were seen in all areas; these were statistically significant ($p \leq .05$) *s* on two of the five standards:

- Teachers support children's abilities to attend to instruction, persist with difficult tasks, cooperate with peers and adults, and use language to solve problems
- Teachers support the development of young children's higher order thinking skills and understanding of the world and the way things work.

A significant loss was also seen on one domain used to measure an additional standard:

- Teachers create environments and differentiated instructional opportunities that meet the needs of diverse learners.

Table 4-4
Summary of Changes in Standards for Teacher Practice, Fall 2011 to Spring 2012

Standard	Classroom Observation Tool and Domain	Fall 2011 Mean (SD)	Spring 2012 Mean (SD)	Change	T-test *p* value
Teachers establish rich and engaging physical learning environments.	ELLCO— Classroom Structure	19.4 (1.5)	18.9 (1.7)	-0.5	.37
Teachers support children's abilities to attend to instruction, persist with difficult tasks, cooperate with peers and adults, and use language to solve problems.	CLASS— Emotional Support	6.7 (0.6)	6.5 (0.8)	-0.2	.05
	CLASS— Classroom Organization	6.7 (0.6)	6.0 (1.2)	-0.7	.02
Teachers support the development of young children's language and early literacy skills throughout the day, using intentional, playful, and engaging instruction.	ELLCO— The Language Environment	18.3 (3.3)	18.0 (3.6)	-0.3	.75
	ELLCO— Books and Book Reading	22.8 (3.9)	22.4 (4.2)	-0.4	.75
	ELLCO— Print and Early Writing	13.7 (2.1)	12.6 (2.7)	-0.9	.21
Teachers support the development of young children's higher order thinking skills and understanding of the world and the way things work.	CLASS— Instructional Support	6.4 (0.7)	5.3 (1.6)	-1.1	.01
Teachers create environments and differentiated instructional opportunities that meet the needs of diverse learners.	ELLCO—Curriculum	14.1 (1.6)	14.0 (1.8)	-0.1	.78
	CLASS— Instructional Support	6.4 (0.7)	5.3 (1.6)	-1.1	.01

Significant losses were produced this year on 8 of 29 dimensions (28%):

- Teacher Sensitivity
- Regard for Student Perspective
- Behavior Management
- Productivity
- Instructional Learning Formats
- Concept Development
- Quality of Feedback
- Language Modeling

Teachers establish rich and engaging physical learning environments.

The ELLCO Classroom Structure domain was used to measure growth in this area. From fall 2011 to spring 2012, the percentage of classrooms scoring in the three ranges "Below Basic," "Basic" and "Above Basic" remained virtually unchanged (Table 4-5).

Table 4-5
ELLCO Classroom Structure Domain, Fall 2011 to Spring 2012

ALL MTPEL (N=20)	Percentage of MTPEL Classrooms With ELLCO Score						
	Fall 2011			Spring 2012			
Classroom Structure Dimensions	Below Basic	Basic	Above Basic	Below Basic	Basic	Above Basic	Wilcoxan Sign Test *p* value
Organization of the Classroom	0%	0%	100%	0%	0%	100%	1.00
Contents of the Classroom	0%	0%	100%	0%	0%	100%	.56
Classroom Management	0%	10%	90%	0%	5%	95%	.23
Personnel	0%	5%	95%	0%	10%	90%	.71

Teachers support children's abilities to attend to instruction, persist with difficult tasks, cooperate with peers and adults, and use language to solve problems.

Two CLASS domains were used to measure growth in this area—Emotional Support and Classroom Organization. From fall 2011 to spring 2012 the mean score on the Emotional Support domain had a slight, but statistically significant, decrease of 0.2 (see Table 4-6). All of the scores on the dimensions decreased as well, and in two cases—Teacher Sensitivity and Regard for Student Perspective—these decreases were statistically significant.

From fall to spring the mean score on the Classroom Organization showed a statistically significant decrease, as did the three dimensions—Behavior Management, Productivity, and Instructional Learning Formats.

Table 4-6
CLASS Emotional Support and Classroom Organization Domains, Fall 2011 to Spring 2012

ALL MTPEL (N=19)	Percentage of MTPEL Classrooms With ELLCO Score							
	Fall 2011				Fall 2011			
Domains and Dimensions	Low	Middle	High	Mean (SD)	Low	Middle	High	Mean (SD) (*p*)
Emotional Support	0%	5%	95%	6.7 (0.6)	0%	16%	84%	6.5 (0.8) (.05)
Positive Climate	0%	0%	100%	6.7 (0.5)	0%	0%	100%	6.6 (0.5) (.17)
Negative Climate	0%	0%	100%	7.0 (0.0)	0%	0%	100%	6.9 (0.2) (.67)
Teacher Sensitivity	0%	5%	95%	6.7 (0.6)	0%	26%	74%	6.2 (1.1) (.04)
Regard for Student Perspective	0%	11%	89%	6.5 (0.7)	0%	32%	68%	5.9 (1.3) (.04)
Classroom Organization	0%	5%	95%	6.7 (0.6)	0%	37%	63%	6.0 (1.2) (.02)
Behavior Management	0%	5%	95%	6.7 (0.7)	0%	32%	68%	6.0 (1.2) (.02)
Productivity	0%	5%	95%	6.6 (0.6)	0%	37%	63%	6.1 (1.1) (.05)
Instructional Learning Formats	0%	5%	95%	6.6 (0.6)	0%	26%	74%	5.9 (1.3) (.01)

Teachers support the development of young children's language and early literacy skills throughout the day, using intentional, playful, and engaging instruction.

The ELLCO Language Environment, Books and Book Reading, and Print and Early Writing domains were used to measure growth in this area. From fall 2011 to spring 2012, the percentage of classrooms scoring in the "Above Basic" range remained virtually unchanged (see Table 4-7). The percentage of classrooms scoring "Above Basic" in Phonological Awareness increased as did the percentage of classrooms scoring "Basic" in Books for Learning.

Table 4-7
ELLCO Language Environment, Books and Book Reading, and Print and Early Writing Domains, Fall 2011 to Spring 2012

ALL MTPEL (N=20)	Percentage of MTPEL Classrooms With ELLCO Score						
	Fall 2011			Spring 2012			Wilcoxan Sign Test *p* value
Domains and Dimensions	Below Basic	Basic	Above Basic	Below Basic	Basic	Above Basic	
Language Environment							
Discourse Climate	0%	5%	95%	5%	0%	95%	.66
Opportunities for Extended Conversations	5%	5%	90%	5%	10%	85%	.41
Efforts to Build Vocabulary	5%	0%	95%	10%	10%	80%	.12
Phonological Awareness	15%	5%	80%	15%	0%	85%	.07
Books and Book Reading							
Organization of Book Area	0%	10%	90%	5%	5%	90%	.71
Characteristics of Books	0%	5%	95%	5%	5%	90%	.78
Books for Learning	15%	15%	70%	10%	20%	70%	.07
Approaches to Book Reading	5%	5%	90%	10%	0%	90%	.78
Quality of Book Reading	0%	0%	100%	0%	5%	95%	.55
Print and Early Writing							
Early Writing Environment	0%	10%	90%	5%	15%	80%	.10
Support for Children's Writing	10%	5%	85%	5%	35%	60%	.13
Environmental Print	0%	10%	90%	0%	15%	85%	.52

Teachers support the development of young children's higher order thinking skills and understanding of the world and the way things work.

The CLASS Instructional Support domain was used to measure growth in this area. From fall 2011 to spring 2012 mean scores significantly decreased in all areas (see Table 4-8).

Table 4-8
CLASS Instructional Support Domain, Fall 2011 to Spring 2012

ALL MTPEL (N=20)	Percentage of MTPEL Classrooms With CLASS Score							
	Fall 2011				Spring 2012			
Domain and Dimensions	Low	Middle	High	Mean (SD)	Low	Middle	High	Mean (SD) (*p*)
Instructional Support	0%	11%	89%	6.4 (0.7)	0%	42%	58%	5.3 (1.6) (.01)
Concept Development	0%	11%	89%	6.4 (0.7)	0%	42%	58%	5.6 (1.3) (.01)
Quality of Feedback	0%	11%	89%	6.4 (0.7)	0%	42%	58%	5.5 (1.4) (.01)
Language Modeling	0%	11%	89%	6.3 (0.8)	0%	42%	58%	5.3 (1.5) (.00)

Teachers create environments and differentiated instructional opportunities that meet the needs of diverse learners.

The ELLCO Curriculum domain (see Table 4-8) and the CLASS Instructional Support domain (see Table 4-9) were used to measure growth in this area. From fall 2011 to spring 2012, on the ELLCO curriculum domain, the percentage of classrooms scoring in the three ranges "Below Basic," "Basic" and "Above Basic" remained virtually unchanged (see Table 4-9). In regard to the CLASS Instructional Support domain, mean scores significantly decreased in all areas.

Table 4-9
ELLCO Curriculum Domain, Fall 2011 to Spring 2012

ALL MTPEL (N=20)	Percentage of MTPEL Classrooms With ELLCO Score						
	Fall 2011			Spring 2012			
Curriculum Dimensions	Below Basic	Basic	Above Basic	Below Basic	Basic	Above Basic	Wilcoxan Sign Test *p* value
Approaches to Curriculum	0%	10%	90%	5%	10%	85%	.26
Opportunities for Child Choice and Initiative	0%	5%	95%	0%	5%	95%	.16
Recognizing Diversity in the Classroom	0%	10%	90%	0%	5%	95%	.17

Analyses of these same data by site show that losses were not seen across the board. No losses were experienced at classrooms in Evergreen and Great Falls Public on the CLASS and ELLCO from fall 2011 to spring 2012. Classrooms at Hardin experienced some losses on both the CLASS and ELLCO. Most of the losses were found in the Fort Belknap and Great Falls Head Start classrooms (which accounted for almost three-fifths of all the MTPEL classrooms).

Teacher Perceptions of Change in Instruction and the Classroom Environment

In spring 2012, MTPEL preschool teachers were asked to rate their ability to instruct children to best prepare them for kindergarten and prepare the classroom environment to engage children in language and literacy activities—before and after their participation in MTPEL. Coaches were asked similar questions in interviews. Both groups were asked to use of scale of "1" to "5" where 1 was "low ability." In both cases, teacher's self-reports and coaches' reports of change were positive; teacher reports of change were statistically significant (see Table 4-10).

Table 4-10
Teachers' Self-Report Change in Instruction and Classroom Environment Before and After Participating in MTPEL

	Teachers		Coaches	
Task	Before MTPEL Mean (SD)	After MTPEL Mean (SD) Change (*p* value)	Before MTPEL Mean	After MTPEL Mean
Instruct children to best prepare them for kindergarten.	3.4 (0.9)	4.4 (0.6) 1.0 (.000)	2.6	5
Prepare the classroom environment to engage children in language and literacy activities.	3.2 (0.8)	4.4 (0.6) 1.2 (.000)	2.1	4.8

Teachers were asked to describe the changes in instruction that occurred over this period. Teachers felt that their instruction became more developmentally appropriate and that they had a better understanding of what needed to be taught for children to be successful in kindergarten. They learned how to teach what children needed to know and became more intentional when doing so. One teacher reported now "taking advantage of every teachable moment." Teachers also had more tools and knew where go for support when they need it.

Teachers also reported that they were better at getting their children to use extended language and sentence structure and that they were better at developing their children's vocabulary. Finally, they developed a stronger literacy focus and knowledge of phonemic awareness. One teacher summarized what changed instructionally as follows:

> *My presentation, content, and the way I talk with the students, not so much talking to them.* (Teacher)

Interviewed coaches concurred. They reported that teachers had "purposeful, curriculum-driven instruction," "a better understanding of why they do the things they were asked to do," and an ability to differentiate their instruction to students in their classrooms. Teachers also improved their ability to address phonemic and phonological awareness and develop vocabulary and had become "dialogic readers."

In regard to changes in their classroom environments, teachers had an increased awareness of establishing a literacy-rich environment and providing children opportunities to read and write. Examples included having books in all areas and using books related to both the theme and the centers, displaying print, and using more vocabulary and language. Teachers commented on having more materials in order to expose children to more things and knowing that they had the flexibility to modify those materials as needed. Finally, teachers reported that they had improved the activities offered to children in small groups and in centers.

Coaches commented on the additional use of labeling and displaying print and vocabulary. One coach felt that after having two and one-half years of professional development and time to prepare developmentally appropriate, language- and literacy-rich materials, teachers now had easy access to an array of classroom materials. They also had knowledge of what kinds of materials were appropriate so that adding to their supplies would continue to get easier. Finally, one coach reported that that classroom environments and centers were better aligned with the curriculum.

Teachers use information and data from a variety of sources to understand children's instructional needs and to improve teaching and learning for young children.

Survey data from teachers and interview data from coaches were used to evaluate progress on the sixth standard. In spring 2012, MTPEL preschool teachers were asked to rate their ability to use data to prepare, differentiate, and modify instruction for the children in their classroom before and after their participation in MTPEL. Coaches were asked a similar question in interviews. Both groups were asked to use of scale of "1" to "5" where 1 was "low ability." Overall, teachers' reported ability to use data increased from an average score of 3.0 to an average score of 4.2 (this difference was statistically significant); coaches scores of teachers' ability increased from an average of 1.7 to 4.3.

Teachers were asked to describe what changed most in their use of data over time. Teachers' data use changed in three main ways. First, teachers mentioned that they were using data to identify areas where children needed additional instruction. For example, one teacher commented:

> *Data boards are an excellent way to visually show progress or lack thereof.* (Teacher)

A second area of growth was using data to form groups for providing instruction (RTI was explicitly mentioned). A third area of change was using data to better plan activities for small groups of children. For example,

> *I am better able to target those problem areas and work on them, and use different methods and exercises.* (Teacher)

These changes were confirmed by coaches who reported that teachers were using data as "solid evidence" when making instructional choices. They were not "just identifying which children were high or low but were asking more in depth questions about the data, including PALS, LFL, Getting Ready to Read and IGDI data." Finally, they were using data to inform small-group instruction. For example, at one site, teachers were creating an "idea bank binder" of resources to draw on when they have identified children with a certain instructional need.

Coach Perceptions of Change in Coaching Ability

In spring 2012 MTPEL coaches were asked to rate their ability to coach preschool teachers before and after their participation in the grant. On average, coaches rated themselves a 1.4 (with one being the least able) when they started their position and a 4.3 in spring 2012. When asked what had changed the most in their coaching ability, responses included "foundational knowledge of early literacy in preschool;" "confidence in knowing why we do things the way we do and in using appropriate tools to move teachers forward;" and "managing and being more intentional about my use of time, both in group and one-on-one meetings with preschool teachers."

Family Involvement

The MTPEL program encourages parental participation in order to increase involvement in their child's education and ultimately help their child be successful in school. Three measures of the impact of parental participation in educational opportunities on their child's preparedness for kindergarten were collected: selected items from the *Parent Reading Belief Inventory*, parental reports, and coach reports.

Eight items from the *Parent Reading Belief Inventory* were selected from the overall inventory that best reflected the goals of parental involvement in MTPEL. These eight items were included in the Parent Survey administered in fall 2011 and again in spring 2012. Table 4-11 summarizes the items and the responses in fall and spring.

Table 4-11
Parent Responses to *Parent Reading Belief Inventory* Items, Fall 2011 to Spring 2012

Item	Fall 2011			Spring 2012		
	Strongly Disagree & Disagree	Agree	Strongly Agree	Strongly Disagree & Disagree	Agree	Strongly Agree
When we read, I try to sound excited so my child stays interested.	3%	27%	70%	3%	29%	67%
Children learn new words, colors, names, etc. from books.	3%	36%	62%	3%	30%	67%
Reading helps children be better talkers and better listeners.	2%	23%	75%	3%	19%	78%
My child knows the names of many things he or she has seen in books.	4%	35%	61%	4%	27%	69%
When we read, I want my child to help me tell the story.	4%	33%	63%	5%	35%	60%
I ask my child a lot of questions when we read.	7%	48%	45%	6%	41%	54%
When we read, I want my child to ask questions about the book.	4%	32%	64%	4%	35%	62%
When we read, we talk about the pictures as much as we read the story.	3%	38%	59%	5%	36%	59%

In both fall and spring, the vast majority of responding parents "agreed" or "strongly agreed" with the eight statements. From fall to spring there was a statistically significant increase in the proportion of parents that "strongly agreed" that they ask their child a lot of questions when they read – in the fall, 45 percent "strongly agreed," in the spring, 54 percent did so (p=.049).

A second measure of impact was parent self-reports. Parents were asked to report the number of days they read with their child and engaged in educational activities with their child. In fall and spring, these averages were similar—parents reported reading with their child 4.5 days in the fall and 4.7 days in the spring; they reported engaging in educational activities with their child 4.4 days in the fall and 4.6 days in the spring.

Parents were also asked about the extent to which their participation in MTPEL parent activities helped them to get their child ready to go to kindergarten. The majority of those participating found the activities at least "somewhat" helpful in doing so (see Table 4-12). Almost half of the parents using Family Literacy Kits responded that the kits helped them "a lot" (48%).

Table 4-12
Family Involvement in Family Literacy Activities

Event	Helped them to get their child ready to go to kindergarten (N=156)	
	Somewhat	A lot
Attend events at your child's preschool where you learned about the MTPEL program, Family Literacy Kits, field trips, and other activities available to you and your child	41%	31%
Use a Family Literacy Kit at home with your child	37%	48%
Attend field trips with your child	35%	35%

Parents were given the opportunity to comment on what was helpful about their participation in kindergarten transition/orientation activities. While only a handful of parents provided comments, those comments indicated that taking part in the activities helped them understand what "readiness" meant and what community resources were available, and gave both parents and child a better sense of what to expect in kindergarten, in terms of teaching staff, schedules, and activities.

Finally, research indicates that an important contributing factor to a successful kindergarten transition is when children have a positive perception about school (Pianta, Rimm-Kauffman, & Cox, 1999). The vast majority of surveyed MTPEL parents (96%) indicated that their child enjoyed going to school.

Another measure of the impact of parental participation in educational opportunities is coach reports. Coaches unanimously agreed about the benefits of parents participating in family literacy activities—literacy events gave parents the confidence and skills to extend the preschool classroom into their own home. It allowed them to continue to use strategies and materials used in the classroom at home to provide their child additional opportunities to engage in complex reading and oral language activities with their first teachers—their parents.

> *It helps them understand what we are doing to make reading a story a little more in-depth than just reading a story, like accentuating vocabulary. It also helps them understand how important it is to talk to them, during reading and during the day; it helps ensure parents understand the importance of conversation.* (Coach)

> *Parents learn how to connect with their kids, how to interact with the text and make the text more meaningful by it to guide activities. They are basically learning how to play with their kids.* (Coach)

> *It gives them confidence to use the strategies and materials at home. To ensure that even non-reading parents can use the materials, teachers use the materials first at the school so the kids understand how to use them at home with their parents.* (Coach)

Finally, coaches were asked about what kind of impact parent participation in kindergarten transition activities might have. Coaches agreed that kindergarten transition activities should increase parent confidence in the elementary school system—they should understand that their child will be in a "good place where their needs will be taken care of." Second, they should understand that they are part of a two-way relationship where not only are they provided with the support they need to ensure their child will be successful, but where they are needed to provide support and to be involved in their child's education so their child can be successful.

Kindergarten Transition

The kindergarten transition component of MTPEL supported preschool teachers, preschoolers, preschoolers' parents, and kindergarten teachers in the transition process. As noted earlier, the Kindergarten Transition Coordinator worked with center staff members and kindergarten teachers to help support and enhance efforts to prepare parents and children for the transition to kindergarten and the K-12 school system. Kindergarten teachers were asked about their participation in MTPEL kindergarten transition activities and the extent to which their participation would improve MTPEL children's' transition to kindergarten (see Table 4-13).

Table 4-13
Kindergarten Teacher Participation in MTPEL Kindergarten Transition Activities and Perception of Impact on the Kindergarten Transition Process

This year (September 2011–May 2012), which of the following MTPEL activities took place?		To what extent do you think your participation in the activity will improve these children's transition to kindergarten?			
Activity	**Yes**	**Not at All**	**A Little**	**Somewhat**	**A Lot**
I participated in a tour of the MTPEL preschool classrooms.	38%	0%	20%	50%	30%
I met the MTPEL preschool classroom teachers.	47%	0%	18%	46%	36%
I met the MTPEL children who would be attending kindergarten in my school next fall.	24%	0%	17%	33%	50%
I was involved in hosting visits to children and their families in my school/classroom.	21%	0%	0%	60%	40%
I met the parents of the MTPEL children who would be attending kindergarten in my school next fall.	9%	0%	0%	0%	100%
I met with the MTPEL preschool teachers to review child assessment data and the work of their students.	12%	0%	0%	75%	25%
I was involved in the development of a LEP/an IEP in conjunction with the child's preschool teacher.	0%	na	na	na	na

Kindergarten teachers' awareness of MTPEL was widespread, but their participation in the program's activities was more limited. Responding kindergarten teachers from all but one district participated in at least one MTPEL activity; but, overall, about 40 percent of the identified kindergarten teachers participated in activities. While feedback indicated that not all kindergarten teachers were aware of all of the MTPEL opportunities in which they could participate, this could be indicative of either limited outreach within communities or variation in the extent to which sites were able to develop and implement communitywide kindergarten transition plans. About one-third of responding kindergarten teachers indicated they were not involved in any MTPEL transition activities. Teachers that did participate were involved in three or four activities, on average.

Kindergarten teachers participated in many MTPEL kindergarten transition activities. Almost half of the kindergarten teachers met the MTPEL teachers (47%) and about two-fifths of kindergarten teachers or received a tour of the MTPEL classrooms (38%). About one-quarter of kindergarten teachers met the incoming kindergarten students, or hosted visits with incoming students and their parents in their school. Kindergarten teachers were less likely to review student assessment data, meet incoming students' parents, or attend a kindergarten registration workshop. These kindergarten teachers did not work in conjunction with MTPEL teachers to develop LEPs/IEPs.

Overall, kindergarten teachers were positive regarding the extent to which their participation in the activities would improve kindergartners' and their parents' transition to kindergarten. Across the board, at least 75 percent of teachers thought their participation would improve that transition "somewhat" or "a lot." Kindergarten teachers were most positive about activities in which they met incoming kindergarten students and their parents. This is important as research indicates that the kindergarten transition is more successful if kindergarten teachers have developed relationships with parent and family members prior to the start of school (Pianta, Rimm-Kauffman, & Cox, 1999). Kindergarten teachers reported that other activities that centered on the preschool setting (e.g., meeting the preschool teacher, touring the preschool classrooms, participating in MTPEL professional development) were more likely to improve the transition "somewhat" rather than "a lot." They also reported that hosting visits in their kindergarten classroom and reviewing incoming student data were more likely to improve the transition "somewhat" rather than "a lot." This may have been because kindergarten teachers who were involved in these activities might not actually have these students in their classroom in the fall.

Responses to open-ended-questions regarding the MTPEL activities indicated that kindergarten teachers appreciated these types of kindergarten transition activities—even if they had not been aware of or participated in them in conjunction with MTPEL.

> *It has been very beneficial to observe in the preschool classrooms and to have the preschool teachers visit the kinder classrooms. It has been wonderful to have an opportunity to meet our incoming kinder students and start building relationships with them.*
>
> *I have met the preschool teachers, but not worked with them on transitioning. I would love to meet parents and students before start of year.*
>
> *I would like to work more collaboratively with preschools.*
>
> *Should receive copy of student paperwork before school starts.*
>
> *For the activities I was involved in, I found them to be very helpful.*

Kindergarten teachers were also asked about the environment that MTPEL graduates would enter when they transitioned into kindergarten. One of MTPEL's goals is that "all children and families will transition successfully into K-3 programs aligned with scientifically based reading research." Specifically, kindergarten teachers were asked about the use of literacy curricula and assessments in the elementary schools that would receive MTPEL graduates.

Across the districts represented by the responding kindergarten teachers (Great Falls School District, Hardin School District, Evergreen School District, Hays/Lodge Pole/Harlem area, and Somers Elementary District 29), eight core literacy programs were implemented in kindergarten through grade 3. Those most

commonly used curriculums included Harcourt and *Read Well*. Other programs that teachers reported using included: Houghton Mifflin, *Imagine It* (Open Court), MacMillan/McGraw Hill, *Zoo Phonics*, *Reading Mastery Plus*, and *Success For All.* On average, teachers reported the use of one or two programs; the majority of teachers reported that they used one program (58%).

Numerous assessments were utilized in receiving elementary schools. Kindergarten teachers reported using a total of 23 assessments to assess the early literacy skills of kindergartners. The vast majority of teachers reported the use of multiple assessments (85%); teachers reported using three assessments, on average. Those most commonly used assessments included the *Measures of Academic Progress* (MAP), *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS), and *Boehm Test of Basic Concepts*. Other assessments included: quarterly assessments, classroom/teacher assessments, *Read Well* assessments, *Istation's Indicators of Progress* (ISIP), *Fox in a Box*, letter sound assessments, *Developmental Indicators for the Assessment of Learning* (DIAL) screening, *Comprehensive Test of Phonological Processing*, kindergarten assessment, *Success Maker*, early literacy inventory, district assessment, alphabet reciting, monthly data, Houghton-Mifflin tests, Evan-Moor assessments, and skill checklists.

Summary

There is evidence that MTPEL achieving two of its goals—all classrooms will contain the materials (instructional, play) and spatial arrangements (e.g., centers) that will support the development of children's language and early literacy skills; and all teachers will achieve high levels of instructional proficiency with research-based practices on children's acquisition and use of language, phonological awareness, alphabet knowledge, and print awareness—as measured by the CLASS, ELLCO and teacher and coach reports

From winter 2010 to spring 2012, analyses of CLASS and ELLCO data showed positive growth across the five standards. , CLASS and ELLCO scores increased on all eight domains. These increases were statistically significant on five domains—CLASS's Emotional and Instructional Support and ELLCO's The Language Environment, Print and Early Writing, and Curriculum.

In addition, evidence reported from teachers and coaches indicates that progress has been made terms of preparing early childhood environments for, and increasing instructional ability in, teaching early literacy skills and using data. Teachers reported statistically significant increases in their ability to "instruct children to best prepare them for kindergarten" and to "prepare the classroom environment to engage children in language and literacy activities" before and after their participation in MTPEL. On a scale of "1" to "5" where 1 was "low ability," teachers rated themselves at "4s," and coaches rated teachers at "5s,"on average, in spring 2012. Teachers indicated their instruction became more developmentally appropriate, intentional, and focused on early literacy skills, while their classroom environments were more literacy-rich and provided multiple opportunities for children to read and write.

The sixth standard of teacher practice—teachers use information and data from a variety of sources to understand children's instructional needs and to improve teaching and learning for young children—was addressed using self-reported data from teachers and coaches (not the CLASS and ELLCO). Teachers reported a statistically significant increase in their "ability to use data to prepare, differentiate, and modify instruction for the children in their classroom" before and after their participation in MTPEL. Again, using the same scales as above, in spring 2012, teachers rated themselves and coaches rated

teachers at a "4," on average. Teachers indicated their use of data changed in three main ways—they were now using data to identify areas where children needed additional instruction, there were using data to form groups for providing instruction, and they were using data to better plan activities for small groups of children.

Less evidence of meeting these goals was provided by the *Teacher Knowledge Survey* and ELLCO and CLASS data from the 2011–2012 preschool year. In spring 2012, the overall score of Part One of the *Teacher Knowledge Survey* was 63 percent. Staff members were most knowledgeable in the area of reading and working with ELLs—answering at least 82 percent of these items correctly. Other areas where staff members answered the majority of items correctly (at least 60%) were incorporating the families and cultures of the children in their classrooms, emergent writing, phonological awareness and phonics, differentiating instruction, and language and vocabulary development. Some of the skills endorsed by the NELP as being predictive of later literacy skills, namely letter knowledge and print awareness, were areas in which respondents answered fewer questions correctly. Respondents tended to agree, overall, with the confidence, efficacy, and attitude about learning items on Part Two of the survey, but they were more agreeable with the confidence and efficacy items than the attitude items.

Compared to last year, there was a significant decrease in the overall score on Part One of the *Teacher Knowledge Survey* (67% and 63% of the items answered correctly, respectively). Staff members answered significantly more items incorrectly in the areas of emergent writing, differentiating instruction, and assessment. During the same time, there was little change, overall, in center staff members' opinions about their confidence, efficacy, and attitudes about learning addressed in Part Two of the *Teacher Knowledge Survey*. Staff members continued to be more likely to agree with the confidence and efficacy items than the attitude items.

From the beginning of the project in winter 2010 to spring 2012, there was no difference in the total scores on either part of the *Teacher Knowledge Survey*. However, staff members were significantly less likely to agree with the attitude about learning items on Part Two of the questionnaire.

Analyses of CLASS and ELLCO data from fall 2011 to spring 2012 also showed no progress was made on achieving the five standards for teacher practice identified in the grant. Two standards – (1) teachers establish rich and engaging physical learning environments and (3) teachers support the development of young children's language and early literacy skills throughout the day, using intentional, playful, and engaging instruction – showed no significant change from fall to spring. However, two standards – (2) teachers support the development of young children's higher order thinking skills and understanding of the world and the way things work and (4) teachers support the development of young children's higher order thinking skills and understanding of the world and the way things work – showed statistically significant declines. The fifth standard – teachers create environments and differentiated instructional opportunities that meet the needs of diverse learners – showed no change as measured by the ELLCO Curriculum domain, but showed a significant decrease as measured by the CLASS Instructional Support domain.

Significant decreases were seen on 8 of the 10 dimensions measured by the CLASS, but on none of the ELLCO dimensions. Dimensions where significant losses were found included:

- Teacher Sensitivity
- Regard for Student Perspective
- Behavior Management
- Productivity

- Instructional Learning Formats
- Concept Development
- Quality of Feedback
- Language Modeling

The MTPEL program encouraged parental participation in order to increase parent involvement in their child's education and ultimately to help their child be successful in school. However, there was little change in parents' beliefs about reading and time spent reading and engaged in educational opportunities with their children. Most parents "agreed" and "strongly agreed" with the statements about reading beliefs, and they reported reading with and engaging in educational activities with their children between four and five days a week in the fall and spring. Parents thought that all the family literacy activities they participated in through MTPEL helped them to get their child ready to go to kindergarten at least "somewhat," but were most positive about the Family Literacy Kits.

Finally, MTPEL did have a positive, but limited impact on kindergarten teachers and the kindergarten transition process. While kindergarten teachers believed that transition activities that involved them meeting incoming students and their parents would have the most impact on the transition process, these were the types of activities that fewer kindergarten teachers reported participating in, as part of the MTPEL program. Many kindergarten teachers (at least two-fifths) however, did make an important first step and increased their familiarity with the early childhood community by meeting some MTPEL teachers and visiting their classrooms. MTPEL graduates appear likely to enter elementary schools that use SBRR curriculums and a variety of assessments to monitor and measure the attainment of early literacy skills.

CHAPTER FIVE: CHILD OUTCOMES

One of the Montana Partnership for Early Literacy (MTPEL) goals is that "all participating children will graduate with high achievement levels in language, phonological awareness, alphabet knowledge, print awareness, and classroom skills necessary to participate effectively in elementary school and to become proficient at reading." This chapter looks at changes in children's early literacy skills as measured by three assessments—the Peabody Picture Vocabulary Test 4 (PPVT), the Phonological Awareness Literacy Screening (PALS), and the Test of Preschool Early Literacy (TOPEL).

It begins with an overall analysis of all MTPEL children's performance on the assessments administered in fall 2011 and spring 2012. These analyses describe the percentage of children who have gained the early literacy skills levels necessary to participate effectively in school and become proficient in reading and are based on scores established by the test developers and on conversations with MTPEL staff members. Included are additional analyses that summarize changes in the percentages of children "at benchmark" from fall 2010 through spring 2012. The first section concludes with analyses of preschool teacher-reported data on listening comprehension and kindergarten teacher-reported kindergarten preparedness data on a group of kindergarten students who graduated from MTPEL classrooms in spring 2011.

The second section of the chapter also studies the percentage of children who have become proficient in early reading skills, but uses an achievement gap analysis to determine if American Indian children are closing the achievement gap with their white peers, and if children receiving special education services are closing the achievement gap with their peers who do not receive such services.

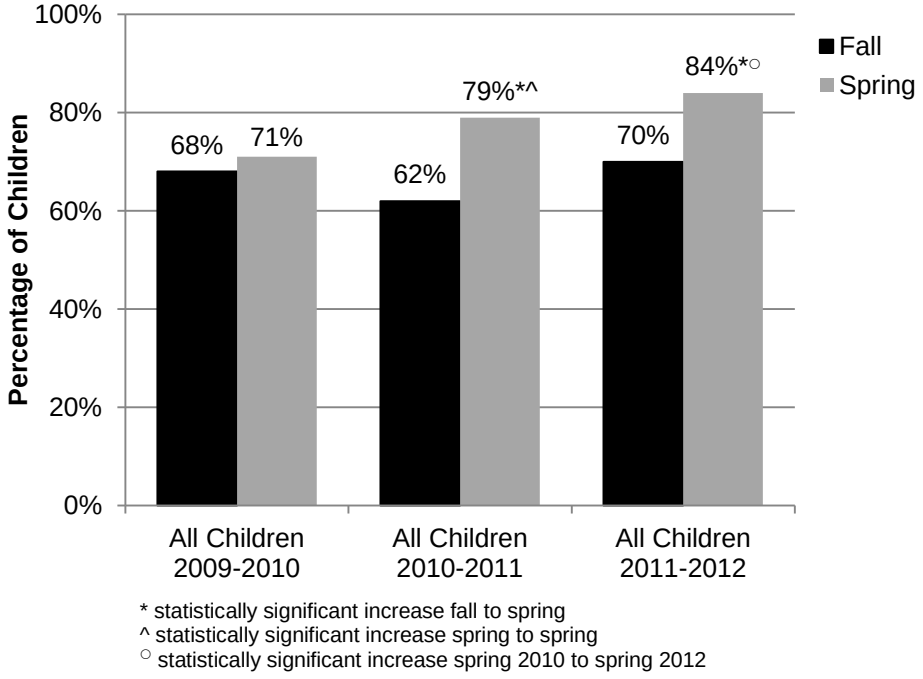
PPVT

The PPVT produces a raw score which is converted into a standard score. An average standard score on the PPVT is 100. Children receiving a score between 85 and 115 are considered "Average," with those scoring between 85 and 99 "Low Average," and those scoring between 101 and 115 "High Average." (See Chapter One for further interpretation of PPVT scores.) In this chapter, a standard score of 90 was used as "benchmark." Children with standard scores of less than 90 are considered not to have met benchmark, and those with standard scores of at least 90 are considered to have met benchmark.

Figure 5-1 shows changes in the percentages of children who met benchmark on the PPVT in winter and spring 2010, fall 2010 and spring 2011, and fall 2011 and spring 2012. From fall 2011 to spring 2012 there was a statistically significant increase of 14 percentage points in children meeting benchmark (70% to 84%) (McNemar test p=.000).

Every spring a larger percentage of children met benchmark compared to the previous administration of the assessment. In spring 2011 and spring 2012 these increases were statistically significant. Furthermore, each spring a larger proportion of children met benchmark compared to the previous spring. In spring 2011 this increase was statistically significant (p=.038[8]); in spring 2012 it was not. Overall from spring 2010 to spring 2012, the increase in the proportion of children at benchmark on the PPVT was statistically significant (p=.000).

Figure 5-1



Percentage of Children Meeting Benchmark on the PPVT, 2009–2010, 2010–2011, and 2011-2012

Additional PPVT data can be found in Appendix B.

PALS

Three PALS tasks were administered to MTPEL children: Name Writing, Upper-Case Alphabet Recognition, and Letter Sounds. The PALS provides a "Spring Development Range" (SDR) for four-year-old children who are preparing to start kindergarten. Children of this age are expected to score at least a "5" on the name writing rubric, to correctly identify at least 12 upper-case alphabet letters, and to correctly make at least four letter sounds.

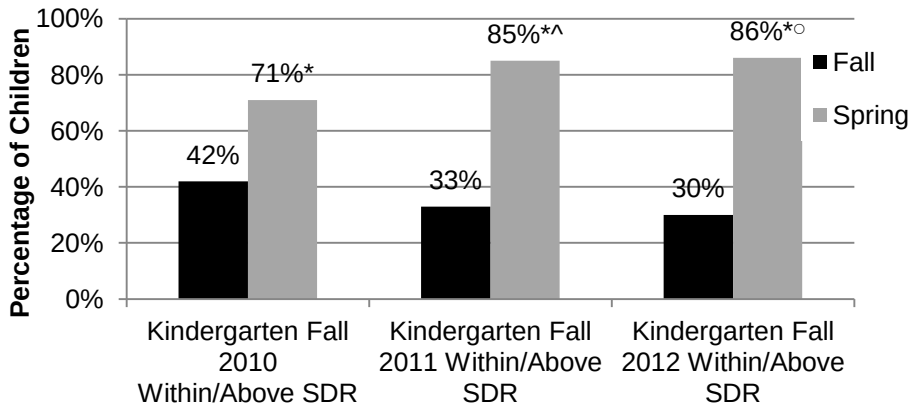
[8] Binary logistic regressions were used to test differences in the distributions of children at benchmark from spring to spring.

Name Writing

Figure 5-2 shows the percentage of children age-eligible to attend kindergarten within/above the Spring Developmental Range (SDR) on the PALS Name Writing task in winter and spring 2010, fall 2010 and spring 2011, and fall 2011 and spring 2012. It shows that one-third (30%) of children age-eligible to attend kindergarten scored within or above the SDR in fall 2011, while over four-fifths (86%) did so in spring 2012. This increase was statistically significant (McNemar test p=.000).

Every spring a larger percentage of children met benchmark compared to the previous administration of the assessment. In spring 2010, spring 2011, and spring 2012 these increases were statistically significant. Furthermore, each spring a larger proportion of children met benchmark compared to the previous spring. In spring 2011 this increase was statistically significant (p=.004), in spring 2012 it was not. Overall from spring 2010 to spring 2012, the increase in the proportion of children at benchmark on the PALS Name Writing task was statistically significant (p=.000).

Figure 5-2



*statistically significant increase from fall to spring
^statistically significant increase from spring to spring
○statistically significant increase from spring 2010 to spring 2012

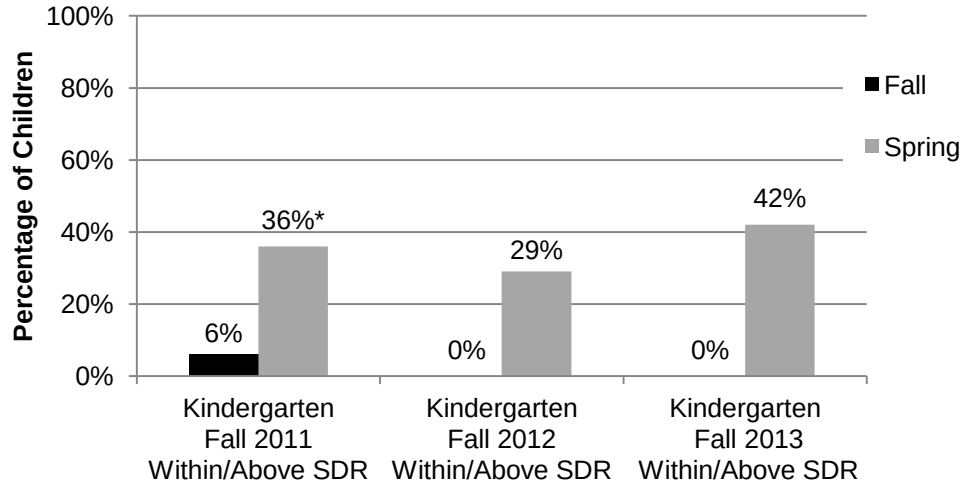
Percentage of Children, Age-eligible to Attend Kindergarten in Fall, with PALS Name Writing Scores Within/Above the Spring Developmental Range, 2009–2010, 2010–2011, and 2011-2012

Figure 5-3 shows the same information for children not age-eligible to attend kindergarten in fall (i.e., children eligible to attend a second year of preschool). No children scored within or above the SDR in fall 2011, but about two-fifths (42%) did so in spring 2012.

Every spring a larger percentage of children met benchmark compared to the previous administration of the assessment. In spring 2010, the increase was statistically significant. Tests of significance cannot be performed on proportions that contain 0 percent, as they do in fall 2010 and fall 2011. Figure 5-3 shows increases in the percentages of children within or above the SDR from fall 2010 to spring 2011 and fall 2011 to spring 2012 that were equal to or larger than that experienced between winter and spring 2010 (29 percentage points and 42 percentage points compared to 30 percentage points). Since the increase from winter to spring 2010 was statistically significant, logically we can infer that the changes from fall 2010 to spring 2011 and fall 2011 to spring 2012 were significant as well.

In spring 2011, the proportion of children scoring within or above the SDR was smaller than the proportion that did so in spring 2010. In spring 2012, the proportion of children scoring within or above the SDR was larger than the proportion that did so in spring 2011. In spring 2012, the proportion of children scoring within or above the SDR was larger than the proportion that did so in spring 2010. However, none of these changes were statistically significant (p=.337, p=.108 and p=.474, respectively).

Figure 5-3



*statistically significant increase from fall to spring
^statistically significant increase from spring to spring
○statistically significant increase from spring 2010 to spring 2012

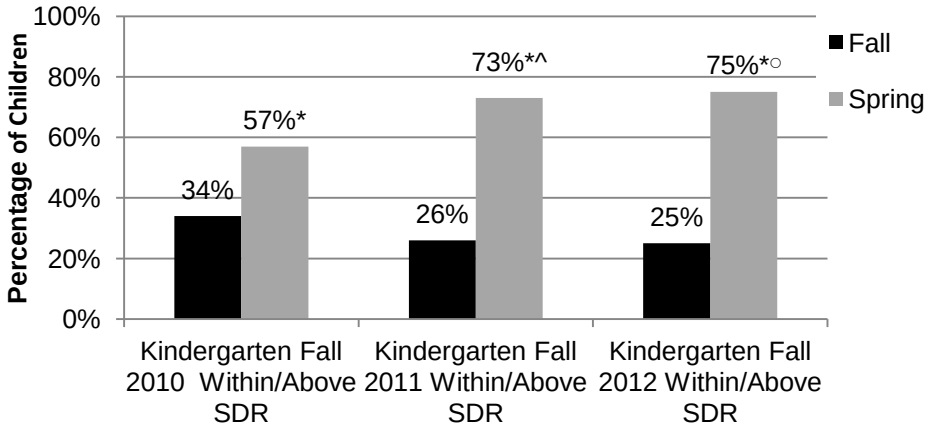
Percentage of Children, Not Age-eligible to Attend Kindergarten in Fall, with PALS Name Writing Scores Within/Above the Spring Developmental Range, 2009–2010, 2010–2011, and 2011-2012

Upper-Case Alphabet Recognition

Figure 5-4 shows the percentage of children age-eligible to attend kindergarten within or above the SDR on the PALS Upper-Case Alphabet Recognition task in winter and spring 2010, fall 2010 and spring 2011, and fall 2011 and spring 2012. It shows that one-quarter of children (25%) scored within or above the SDR in fall 2011, while three-quarters (75%) did so in the spring 2012. This increase was statistically significant (McNemar test p=.000).

Every spring a larger percentage of children met benchmark compared to the previous administration of the assessment. In spring 2010, spring 2011, and spring 2012 these increases were statistically significant. Furthermore, each spring a larger proportion of children met benchmark compared to the previous spring. In spring 2011, this increase was statistically significant (p=.003); in spring 2012, it was not. Overall from spring 2010 to spring 2012, the increase in the proportion of children at benchmark on the PALS Upper-Case Alphabet Recognition task was statistically significant (p=.000).

Figure 5-4



*statistically significant increase from fall to spring
^statistically significant increase from spring to spring
○statistically significant increase from spring 2010 to spring 2012

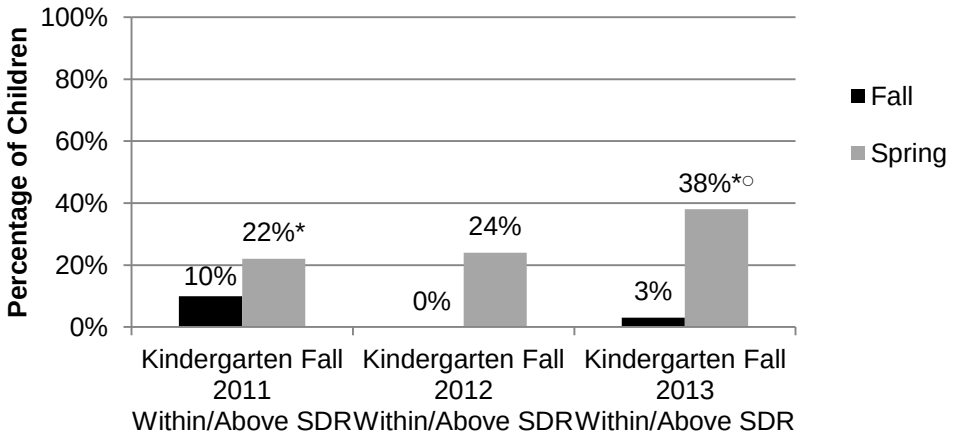
Percentage of Children, Age-eligible to Attend Kindergarten in Fall, with PALS Upper-Case Alphabet Recognition Scores Within/Above the Spring Developmental Range, 2009–2010, 2010–2011, and 2011-2012

Figure 5-5 shows the same information for children eligible to attend a second year of preschool. Three percent of the children scored within or above the SDR in fall 2011; by spring 2012, almost two-fifths (38%) did so. This increase was also statistically significant (McNemar test p=.000).

Every spring a larger percentage of children met benchmark compared to the previous administration of the assessment. In spring 2010 and spring 2012 the increases were statistically significant. Again, tests of significance cannot be performed on proportions that contain 0 percent, as they did in fall 2010. However, Figure 5-5 shows an increase in the percentage of children within or above the SDR from fall 2010 to spring 2011 that was larger than that experienced between winter and spring 2010 (24 percentage points compared to 12 percentage points). Since the increase from winter to spring 2010 was statistically significant, logically we can infer that the change from fall 2010 to spring 2011 was significant as well.

Furthermore, each spring a larger proportion of children met benchmark compared to the previous spring. In spring 2011 and spring 2012 these increases were not statistically significant; however, overall from spring 2010 to spring 2012, the increase in the proportion of children at benchmark on the PALS Upper-Case Alphabet Recognition task was statistically significant (p=.019).

Figure 5-5



*statistically significant increase from fall to spring
^statistically significant increase from spring to spring
○statistically significant increase from spring 2010 to spring 2012

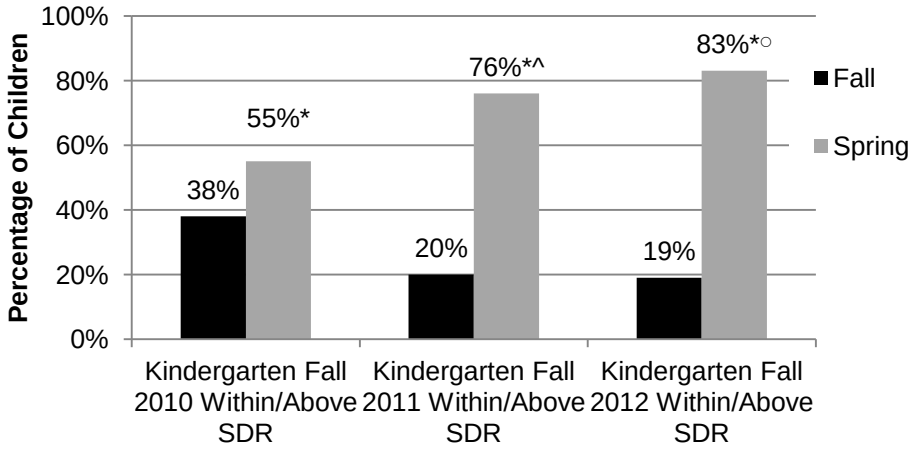
Percentage of Children, Not Age-eligible to Attend Kindergarten in Fall, with PALS Upper-Case Alphabet Recognition Scores Within/Above the Spring Developmental Range, 2009–2010, 2010–2011, and 2011-2012

Letter Sounds

Figure 5-6 shows the percentage of children within or above the SDR on the PALS Letter Sounds task in winter and spring 2010, fall 2010 and spring 2011, and fall 2011 and spring 2012. It shows that one-fifth of children (19%) age-eligible to attend kindergarten scored within or above the SDR in fall 2011; four-fifths (83%) did so in spring 2012. This increase was statistically significant (McNemar test p=.000).

Every spring a larger percentage of children met benchmark compared to the previous administration of the assessment. In spring 2010, spring 2011, and spring 2012, these increases were statistically significant. Furthermore, each spring a larger proportion of children met benchmark compared to the previous spring. In spring 2011, this increase was statistically significant (p=.000); in spring 2012 it was not. Overall from spring 2010 to spring 2012, the increase in the proportion of children at benchmark on the PALS Letter Sounds task was statistically significant (p=.000).

Figure 5-6



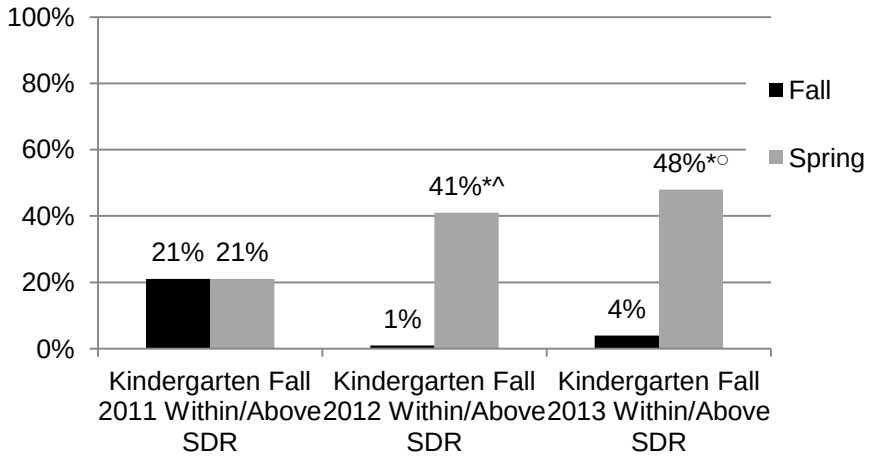
*statistically significant increase from fall to spring
^statistically significant increase from spring to spring
○statistically significant increase from spring 2010 to spring 2012

Percentage of Children, Age-eligible to Attend Kindergarten in Fall, with PALS Letter Sounds Scores Within/Above the Spring Developmental Range, 2009–2010, 2010–2011, and 2011-2012

Figure 5-7 shows the same information for children eligible to attend a second year of preschool. Four percent of the children scored within or above the SDR in fall 2011; half (48%) did so by spring 2012. This increase was also statistically significant (McNemar test p=.000).

In every spring except spring 2010, a larger percentage of children met benchmark compared to the previous administration of the assessment. In spring 2011 and spring 2012 these increases were statistically significant. Furthermore, each spring a larger proportion of children met benchmark compared to the previous spring. In spring 2011, this increase was statistically significant (p=.022); in spring 2012 it was not. Overall from spring 2010 to spring 2012, the increase in the proportion of children at benchmark on the PALS Letter Sounds task was statistically significant (p=.002).

Figure 5-7



*statistically significant increase from fall to spring
^statistically significant increase from spring to spring
○statistically significant increase from spring 2010 to spring 2012

Percentage of Children, Not Age-eligible to Attend Kindergarten in Fall, with PALS Letter Sounds Scores Within/Above the Spring Developmental Range, 2009–2010, 2010–2011, and 2011-2012

Additional PALS data can be found in Appendix B.

TOPEL

The TOPEL also produces a raw score which is converted into a standard score. An average standard score on the TOPEL is 100. The TOPEL standard scores place a child in one of three categories; a score above 110 is considered "Above Average," a score from 90 to 110 is considered "Average," and a score less than 90 is considered "Below Average." See Chapter One for further interpretation of TOPEL scores. Again, a standard score of 90 was used as "benchmark."

Three TOPEL subtests were administered to MTPEL children: Print Knowledge, Definitional Vocabulary, and Phonological Awareness. The Early Literacy Index was also calculated.

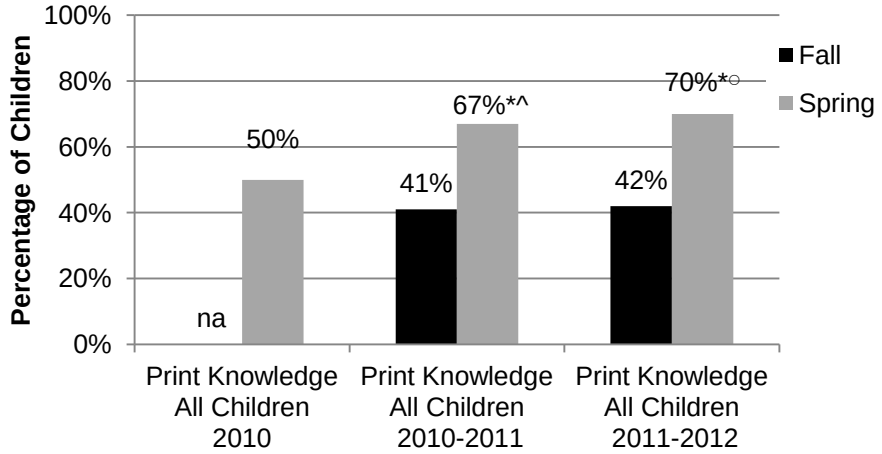
Figure 5-8 to 5-11 show the percentages of children meeting benchmark in spring 2010, changes in the percentages of children meeting benchmark from fall 2010 to spring 2011, and from fall 2011 to spring 2012, on the three TOPEL subtests and the Early Literacy Index. Statistically significant increases in the percentage of children meeting benchmark were obtained in all cases (McNemar test p=.000)

- Print Knowledge subtest—increase of 26 percentage points (42% to 70%)
- Definitional Vocabulary subtest— increase of 20 percentage points (71% to 87%)
- Phonological Awareness subtest— increase of 15 percentage points (58% to 73%)
- Early Literacy Index— increase of 34 percentage points (53% to 76%)

On all measures and in every spring, a statistically significant larger percentage of children met benchmark compared to the previous administration of the assessment.

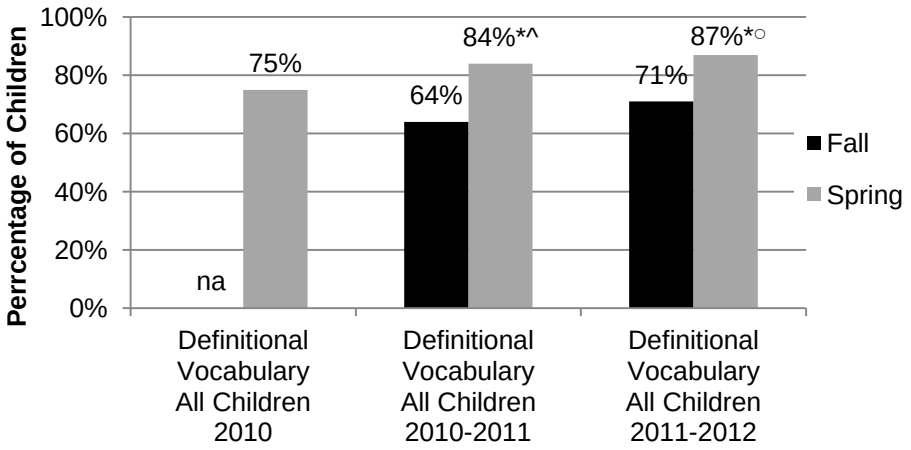
Finally, in all cases the changes in the proportion of children meeting benchmark from spring 2010 to spring 2011 and spring 2010 to spring 2012 were significantly larger than the proportion of children meeting benchmark in spring 2010 (p=.000 in all cases except the change from spring 2010 to spring 2011 in the Definitional Vocabulary measure, where p=.010). The changes in the proportions of children meeting benchmark from spring 2011 to spring 2012 were not statistically significant in any case.

Figure 5-8



Percentage of Children Meeting Benchmark on the TOPEL Print Knowledge Subtest, 2010, 2010–2011, and 2011-2012

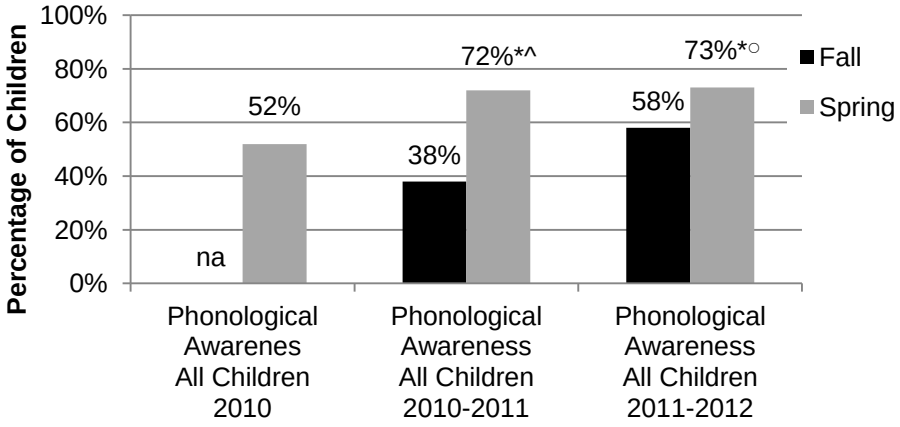
Figure 5-9



*statistically significant increase from fall to spring
^statistically significant increase from spring to spring
○statistically significant increase from spring 2010 to spring 2012

Percentage of Children Meeting Benchmark on the TOPEL Definitional Vocabulary Subtest, 2010, 2010–2011, and 201-2012

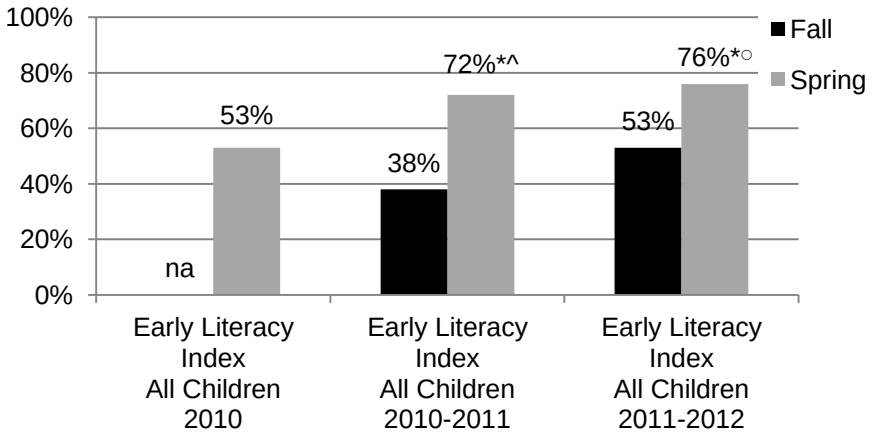
Figure 5-10



*statistically significant increase from fall to spring
^statistically significant increase from spring to spring
○statistically significant increase from spring 2010 to spring 2012

Percentage of Children Meeting Benchmark on the TOPEL Phonological Awareness Subtest, 2010, 2010–2011, and 2011-2012

Figure 5-11



*statistically significant increase from fall to spring
^statistically significant increase from spring to spring
○statistically significant increase from spring 2010 to spring 2012

Percentage of Children Meeting Benchmark on the TOPEL Early Literacy Index, 2010, 2010–2011, and 2011-2012

Additional TOPEL data can be found in Appendix B.

Table 5-1 summarizes this year's results from the above analyses and includes effect sizes. An effect size is an index that measures the magnitude of the relationship between two variables in a standardized manner. Here Hedges' g is used to gauge the relative magnitude of the difference between achievement in the fall and spring. Descriptors for interpreting effect sizes are generally as follows: 0.20 is a small effect size, 0.50 is a medium effect size, and 0.80 is a large effect size (Cohen, 1988).

Table 5-1
Summary of 2011-2012 PPVT, PALS, and TOPEL Data Analyses

Early Reading Skills	Percentage of Children Meeting Benchmark		Effect Size**
	Fall 2011	Spring 2012	
Oral Language			
Receptive Vocabulary: PPVT	70%	84%	.35
Expressive Vocabulary: TOPEL Definitional Vocabulary	71%	87%	.43
Phonological Awareness TOPEL Phonological Awareness	58%	73%	.50
Print Knowledge TOPEL Print Knowledge	42%	70%	.66
Alphabet Knowledge (PALS)			
Kindergarten in Fall 2012	25%	55%	1.5
Kindergarten in Fall 2013	3%	38%	1.3
Letter Sounds (PALS)			
Kindergarten in Fall 2012	19%	83%	1.7
Kindergarten in Fall 2013	4%	48%	1.1

* Statistically significant change from fall to spring.

** Effect sizes were calculated using pretest/posttest means from PPVT and TOPEL standard scores and PALS raw scores. Hedges' g is reported.

Table 5-1 shows, on all assessments, more children met benchmark in spring 2012 than in fall 2011. These gains were all statistically significant and, except for the oral language measures, effect sizes were all in the medium to large range. By spring, the majority of children (55% to 87%) were at benchmark on any given assessment, except for the children age-eligible to attend a second year of preschool (PALS).

Movement in Benchmark Categories

Evaluators can assess changes in preschool teachers' instructional skills by looking at teachers' ability to keep the benchmark skills of children, who arrive in their classroom in the fall, at that same, or better, level over the course of the year, while also moving children not at benchmark to benchmark. Table 5-2 summarizes children's movement in the benchmark categories (below and at/above) from fall 2011 to spring 2012.

Table 5-2
Movement in Benchmark Categories, 2011–2012 PPVT, PALS, and TOPEL

Assessment	Remained Below Benchmark	Moved to Benchmark	Remained at Benchmark	Moved Below Benchmark
PPVT	11%	19%	66%	5%
TOPEL Definitional Vocabulary	11%	18%	69%	2%
TOPEL Phonological Awareness	19%	23%	50%	9%
TOPEL Print Knowledge	27%	31%	39%	4%
PALS Upper Case Alphabet Recognition (kindergarten-bound children)	24%	51%	24%	1%
PALS Name Writing (kindergarten-bound children)	14%	56%	30%	0%
PALS Letter Sounds (kindergarten-bound children)	17%	65%	18%	<1%
PALS Upper Case Alphabet Recognition (returning preschool children)	62%	36%	3%	0%
PALS Name Writing (returning preschool children)	58%	42%	0%	0%
PALS Letter Sounds (returning preschool children)	52%	44%	4%	0%

Table 5-2 shows that on three assessments—PPVT, Definitional Vocabulary, and Print Knowledge—the majority of children at benchmark in fall 2011 remained at benchmark through spring 2012. It also shows that MTPEL moved the majority of children below benchmark to benchmark in their name writing ability, and alphabet and letter sounds knowledge. Less than one-quarter of children not at benchmark in early literacy skills in fall 2011 remained below benchmark in these skills in spring 2012. MTPEL children had the least amount of success in their print knowledge skills; 27 percent of children remained below benchmark from fall to spring. Still by the end of the year, the majority of children (70%) were at benchmark in this skill area. In all assessments except Phonological Awareness, no more than 5 percent of children at benchmark in fall 2011 fell below benchmark by spring 2012. Finally, Table 5-2 shows that many children will be returning to MTPEL classrooms next year with a solid footing in their alphabet recognition, letter sound, and name writing skills.

Changes in preschool teachers' instructional skills can also be measured by looking at changes in the proportion of children who met benchmark from spring to spring. Teacher participation in professional development started in January 2010 and continued through spring of that year. Professional development addressed numerous content areas, including learning the two new curriculums and collecting and using data from a variety of progress-monitoring and outcome assessments related to children's early literacy skills and the preschool classroom environment. Teachers would have had approximately four months to begin making changes in their practice across all of these areas.

The right-hand side of Table 5-3 uses spring 2010 as baseline and shows that after one full year of professional development and coaching, significantly more children achieved benchmark on assessments by spring 2011 (children age-eligible to return to preschool were less likely to make significant gains). An additional year of professional development and coaching from summer 2011 to spring 2012, contributed to these previous gains. Using the same spring 2010 baseline, by spring 2012, significantly larger proportions of children attained benchmark on all assessments except for returning preschoolers' name writing skills.

Table 5-3
Summary of 2010–2012 PPVT, PALS, and TOPEL Percentage Point Gains*

	Winter 2010-Spring 2010	Fall 2010-Spring 2011	Fall 2011-Spring 2012	Spring 2010-Spring 2011	Spring 2011-Spring 2012	Spring 2010-Spring 2012
PPVT	+3	**+17**	**+14**	**+8**	+5	**+13**
PALS Name Writing						
Kindergarten	**+29**	**+52**	**+56**	**+14**	+1	**+15**
Preschool	**+30**	*+29*	*+42*	-6	+13	+6
PALS Upper-Case Alphabet Recognition						
Kindergarten	**+23**	**+47**	**+50**	**+16**	+2	**+18**
Preschool	**+12**	*+24*	*+35*	+2	+14	**+16**
PALS Letter Sounds						
Kindergarten	**+17**	**+56**	**+64**	**+21**	+7	**+28**
Preschool	0	**+40**	**+44**	**+20**	+7	**+27**
TOPEL Print Knowledge	na	**+26**	**+28**	**+17**	+3	**+20**
TOPEL Definitional Vocabulary	na	**+20**	**+16**	**+9**	+3	**+12**
TOPEL Phonological Awareness	na	**+34**	**+15**	**+20**	+1	**+21**
TOPEL Early Learning Index	na	**+34**	**+23**	**+19**	+4	**+23**

* Bold numbers indicate statistically significant changes.

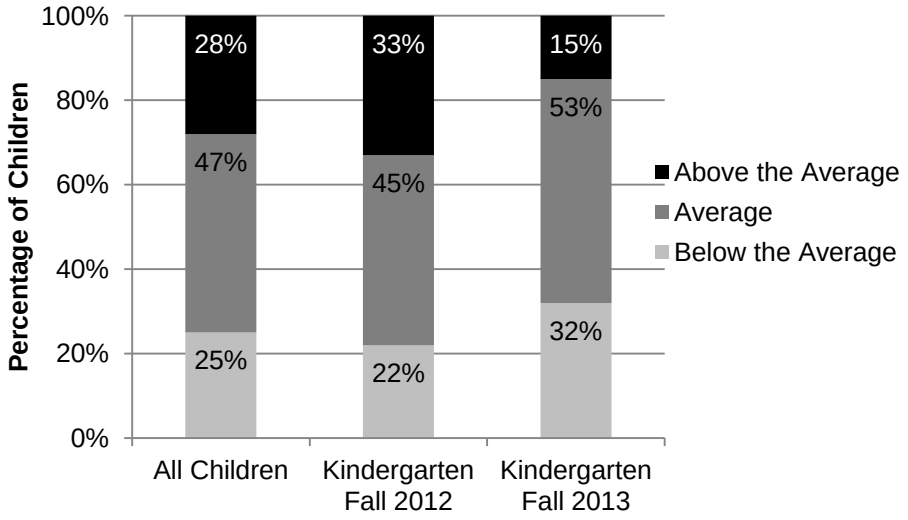
The left-hand side of Table 5-3 also shows that in an overwhelmingly vast majority of cases, statistically significant gains were made over time in children's early literacy skills. Within-year gains were positive and significant in all cases, except for returning preschoolers' name writing skills (spring 2011) and letter sounds skills (spring 2010).

Listening Comprehension

Children's achievement of listening comprehension skills was measured through teachers' reports of skills they observed at the end of the year. The Staff Satisfaction Survey asked teachers to indicate the number of children in their classroom who where performing below, at, or above where the average child performs in this area.

Three-quarters (75%) of the children were performing at or above where the average child performs, according to teacher reports (see Figure 5-12). A slightly larger proportion of children who were age-eligible to attend kindergarten in the fall of 2012 were considered to be at or above where the average child performs (78%); a smaller proportion of children who were age-eligible to attend kindergarten in the fall of 2013 were considered to be at or above where the average child performs (68%).

Figure 5-12



Percentage of Children, Performing Below, At, or Above Where the Average Child Performs in Listening Comprehension Skills, Overall and by Age

Kindergarten Preparedness

In fall 2011, a cohort of spring 2011 MTPEL graduates entered kindergarten. Kindergarten teachers in MTPEL's receiving elementary schools were asked to provide input on the kindergarten preparedness of these students. Because the evaluation did not know which MTPEL graduates attended which elementary schools, kindergarten teachers were asked to comment on the students in their classroom that they knew participated in MTPEL. On average, these kindergarten teachers knew of two students who participated in MTPEL, and reported on a total of 63 kindergarten students.

Overall, kindergarten teachers reported the majority of MTPEL graduates (at least 55%) as, at least, "Adequately" prepared across the nine skill areas (see Table 5-4). The most MTPEL graduates were reported to be prepared in classroom skills, alphabet recognition, and phonological awareness (about 75% of kindergarten students were at least adequately prepared). Teachers reported about two-thirds of students as adequately prepared in the areas of receptive and expressive language, vocabulary, alphabet sound recognition, and print awareness. Teachers reported emergent writing as the skill in which MTPEL graduates were least prepared.

Table 5-4
Teachers' Perceptions of MTPEL Student Preparedness in Kindergarten Skills

Kindergarten Skills	Not at all	A little	Adequately	Very	Extremely
Receptive Language (e.g. listening and understanding spoken words)	0%	36%	31%	25%	8%
Expressive Language (e.g. using spoken words to convey a message)	8%	30%	23%	33%	7%
Vocabulary (familiarity with enough words to effectively participate in class)	7%	28%	23%	33%	10%
Phonological Awareness (e.g., phonemic awareness, rhymes, syllables)	10%	19%	39%	24%	12%
Alphabet Sound Recognition (e.g., /ā/ /ă/ /b/ /k/ /s/)	8%	28%	34%	26%	3%
Alphabet Letter Recognition (e.g., Aa, Bb, Cc)	8%	15%	36%	36%	5%
Emergent Writing (using written symbols/words to convey a message)	30%	15%	32%	20%	2%
Print Awareness (e.g., understanding letters, print symbols, and book conventions)	20%	15%	35%	27%	2%
Classroom Skills (e.g. entering/leaving the classroom, beginning work, asking questions, taking turns)	10%	13%	52%	15%	10%

Achievement Gap Analysis

MTPEL aims to reduce the achievement gap between two groups of children—American Indians and their white peers, and children who receive special education services and their peers who do not. To measure success in this area, the evaluation explored differences between the percentages of children meeting benchmark on the PPVT, TOPEL, and PALS, over time. If differences exist, and those differences became smaller over time, the achievement of the children in the different groups is essentially becoming more alike. Again, to have met benchmark, a child needed a standard score of at least 90 on the PPVT and TOPEL and to have a PALS score within or above the SDR. Only children age-eligible to attend kindergarten in fall 2012 are included in the PALS analyses.

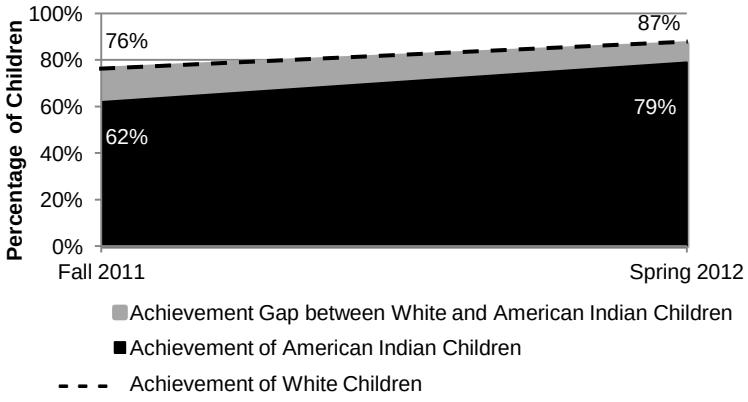
To add more information about these differences, odds ratios were calculated.[9] In MTPEL, an odds ratio could be the ratio of the odds of one group (e.g., white children) meeting benchmark to the odds of another group (e.g., American Indian children) meeting benchmark. An odds ratio of "1" means the two groups are equally likely to meet benchmark. An odds ratio above "1" indicates the first group is more likely to meet benchmark than the latter group and an odds ratio below "1" indicates the latter group is more likely to meet benchmark than the former group.

[9] Odds ratio=(Group 1 percentage meeting/(1-Group 1 percentage meeting))/(Group 2 percentage meeting/(1-Group 2 percentage meeting))

PPVT

White and American Indian children. Figure 5-13 shows that the achievement gap between white and American Indian children decreased from fall 2011 to spring 2012. The difference between the percentage of white and American Indian children meeting benchmark decreased from 14 to 8 (6 percentage points) and the odds ratio decreased from 1.9 to 1.8, indicating that white children remained about two times more likely than American Indian children to meet benchmark. A significantly larger percentage of white children than American Indian children met the PPVT benchmark in fall (p=.013), but not spring (p=.123)[10].

Figure 5-13

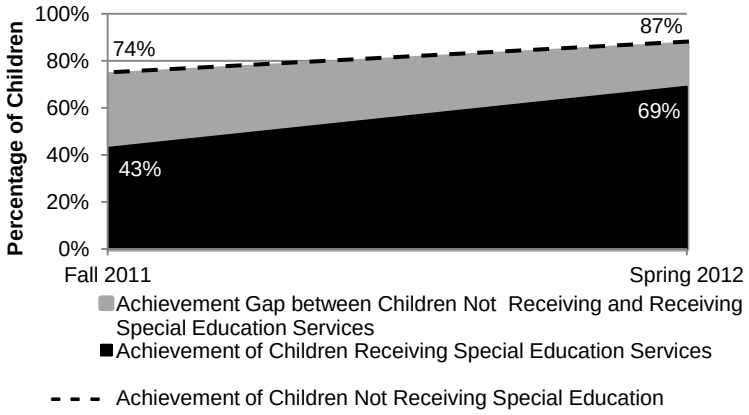


Percentage of White and American Indian Children Meeting Benchmark on the PPVT

[10] Analysis of Variance was used.

Children not receiving and receiving special education services. On the PPVT assessment, the achievement gap decreased, from fall 2011 to spring 2012, between children not receiving special education services and their peers who did (Figure 5-14). The difference in the percentages of these two groups of children who met benchmark on the PPVT decreased from 31 to 18. Likewise, the odds ratio decreased from 3.8 to 3.0. However, statistically the differences in the percentage of students meeting benchmark in fall and in spring were significant (p=.000 and p=.006, respectively)—while the achievement gap is closing, it is not closing fast enough to get these two groups of students on par with each other.

Figure 5-14

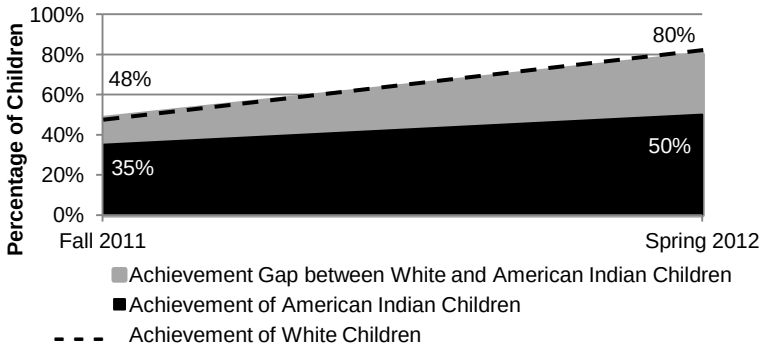


Percentage of Children Not Receiving and Receiving Special Education Services Meeting Benchmark on the PPVT

TOPEL Print Knowledge Subtest

White and American Indian. Figure 5-15 shows that the achievement gap between white and American Indian children *increased* from fall 2011 to spring 2012 on the TOPEL Print Knowledge subtest. The difference between the percentage of white and American Indian children meeting benchmark increased from 13 to 30. Likewise the odds ratio increased from 1.7 to 4.0. A significantly larger percentage of white than American Indian children met benchmark in fall and spring (p=.037 and p=.000).

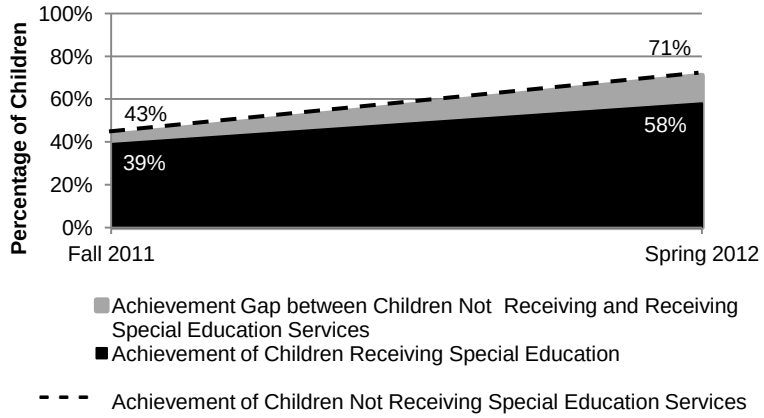
Figure 5-15



Percentage of White and American Indian Children Meeting Benchmark on the TOPEL Print Knowledge Subtest

Children not receiving and receiving special education services. On the TOPEL Print Knowledge subtest, the achievement gap increased, from fall 2011 to spring 2012, between children not receiving special education services and their peers who did (Figure 5-16). The difference between the percentages of the two groups of children who met benchmark on the subtest increased from 4 to 13, and the odds ratio increased from 1.2 to 1.8. The differences in the percentages of children not receiving and those receiving special education services was not significantly different, statistically, in fall or spring (p=.949 and p=.321, respectively).

Figure 5-16

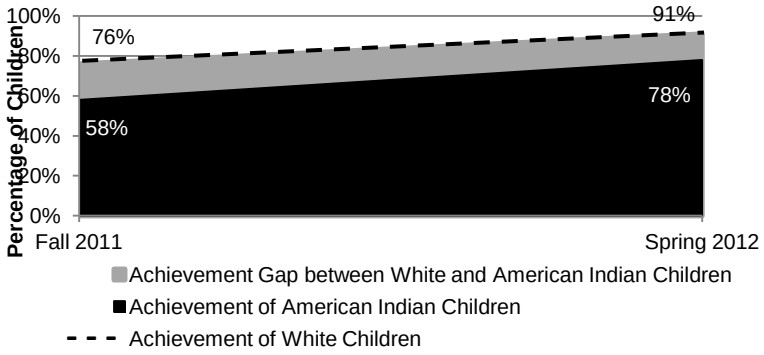


Percentage of Children Not Receiving and Receiving Special Education Services Meeting Benchmark on the TOPEL Print Knowledge Subtest

TOPEL Definitional Vocabulary Subtest

White and American Indian. Figure 5-17 shows that the achievement gap between white and American Indian children remained virtually unchanged, from fall 2011 to spring 2012, on the TOPEL Definitional Vocabulary subtest. While the difference between the percentage of white and American Indian children meeting benchmark on this subtest decreased from 18 to 13, the odds ratio increased from 2.3 to 2.9. Significantly larger proportions of white children than American Indian children met benchmark in fall (p=.003) and spring (p=.002).

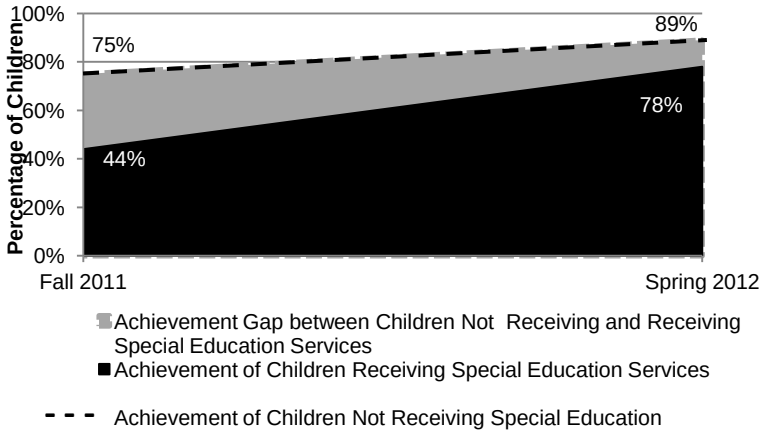
Figure 5-17



Percentage of White and American Indian Children Meeting Benchmark on the TOPEL Definitional Vocabulary Subtest

Children not receiving and receiving special education services. On the TOPEL Definitional Vocabulary subtest, the achievement gap decreased, from fall 2011 to spring 2012, between children not receiving special education services and their peers who did (Figure 5-18). The difference between the percentages of the two groups of children who met benchmark on this subtest decreased from 31 to 11. Likewise, the odds ratio decreased from 3.8 to 2.3. Children not receiving special education services were statistically more likely to meet benchmark in the fall (p=.000), but, not in the spring (.073).

Figure 5-18

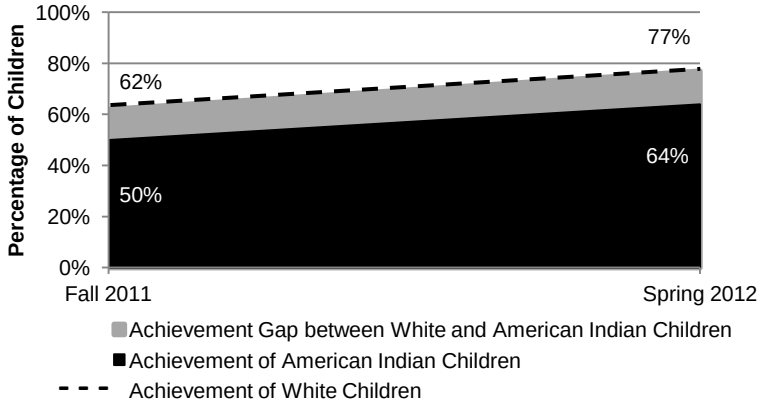


Percentage of Children Not Receiving and Receiving Special Education Services Meeting Benchmark on the TOPEL Definitional Vocabulary Subtest

TOPEL Phonological Awareness Subtest

White and American Indian. Figure 5-19 shows that the achievement gap between white and American Indian children increased, from fall 2011 to spring 2012, on the TOPEL Phonological Awareness subtest. The difference between the percentage of white and American Indian children meeting benchmark on this subtest increased from 12 to 13. Likewise, the odds ratio increased from 1.6 to 1.9. Significantly larger percentages of white than American Indian children met benchmark in spring (p=.031), but not in fall (p=.067).

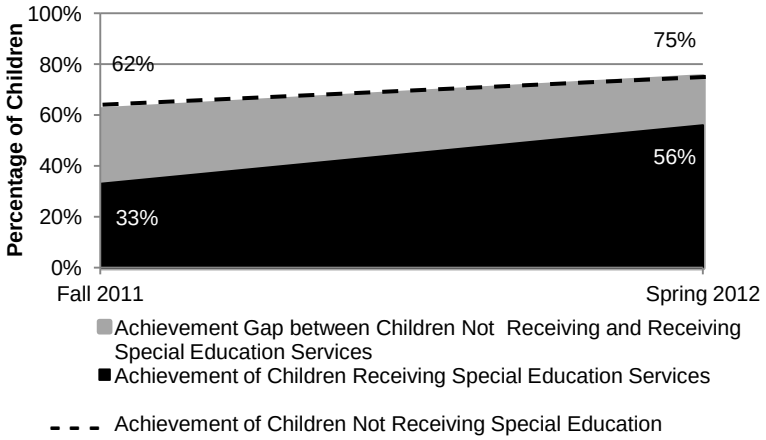
Figure 5-19



Percentage of White and American Indian Children Meeting Benchmark on the TOPEL Phonological Awareness Subtest

Children not receiving and receiving special education services. On the TOPEL Phonological Awareness subtest, the achievement gap decreased, from fall 2011 to spring 2012, between children not receiving special education services and their peers who did (Figure 5-20). The difference between the percentages of the two groups of children who met benchmark on this subtest decreased from 29 to 19. Likewise, the odds ratio decreased from 3.3 to 2.4. The differences in the percentage of children meeting benchmark in the fall and spring remained statistically significant (p=.001 and p=.014))—while the achievement gap is closing, it is not closing fast enough to get these two groups of students on par with each other.

Figure 5-20

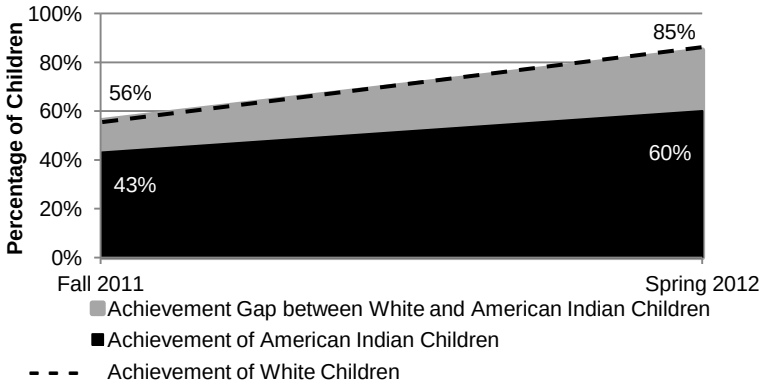


Percentage of Children Not Receiving and Receiving Special Education Services Meeting Benchmark on the TOPEL Phonological Awareness Subtest

TOPEL Early Literacy Index

White and American Indian Children. Figure 5-21 shows that the achievement gap between white and American Indian children increased, from fall 2011 to spring 2012, on the TOPEL Early Literacy Index. The difference between the percentage of white and American Indian children meeting benchmark increased from 13 to 25. Likewise, the odds ratio increased from 1.7 to 3.8. Significantly larger percentages of white than American Indian children met benchmark in fall (p=.046) and in spring (p=.000).

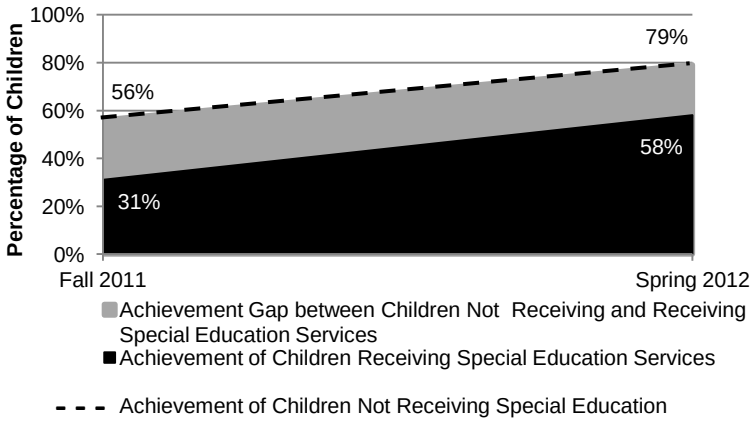
Figure 5-21



Percentage of White and American Indian Children Meeting Benchmark on the TOPEL Early Literacy Index

Children not receiving and receiving special education services. On the TOPEL Early Literacy Index, the achievement gap remained virtually unchanged, from fall 2011 to spring 2012, between children not receiving special education services and their peers who did (Figure 5-22). The difference between the percentages of the two groups of children who met benchmark on this index decreased from 25 to 21, and the odds ratio decreased from 2.8 to 2.7. Statistically, larger percentages of children not receiving special education services than those who were receiving such services met benchmark in fall (p=.004) and spring (p=.008).

Figure 5-22

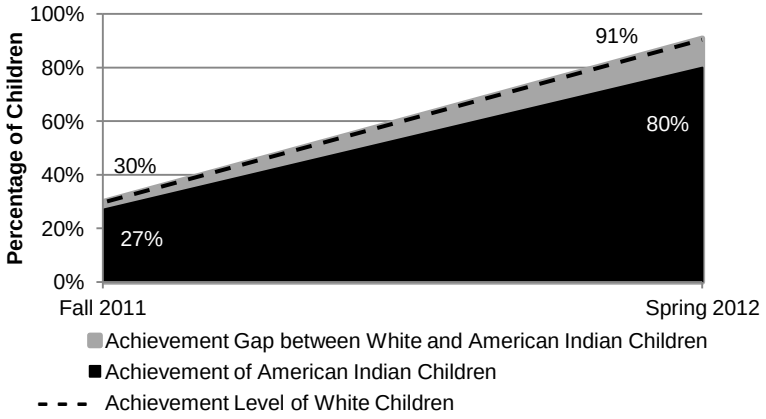


Percentage of Children Not Receiving and Receiving Special Education Services Meeting Benchmark on the TOPEL Early Literacy Index

PALS Name Writing

White and American Indian children. Figure 5-23 shows that the achievement gap between white and American Indian children increased, from fall 2011 to spring 2012, on the PALS Name Writing subtest. The difference between the percentage of white and American Indian children meeting benchmark on this subtest increased from 3 to 11. Likewise, the odds ratio increased from 1.2 to 2.5. The differences in the percentages of children meeting benchmark in the fall and the spring were not significantly different (p=.495 in fall and p=.074 in spring).

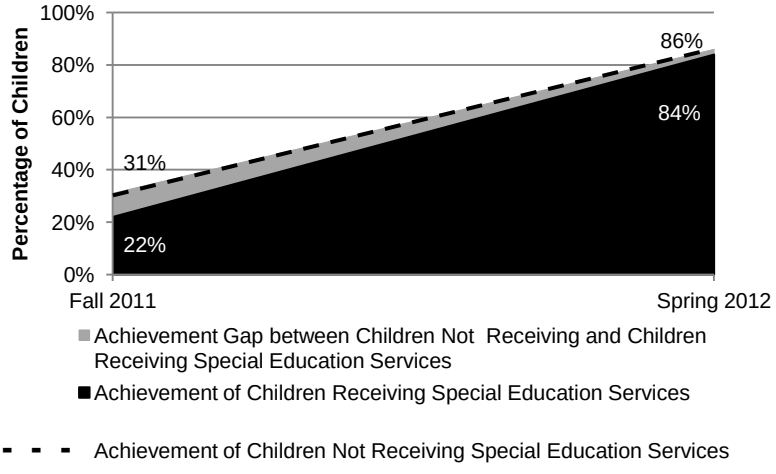
Figure 5-23



Percentage of White and American Indian Children Meeting Benchmark on the PALS Name Writing Subtest

Children not receiving and receiving special education services. On the PALS Name Writing subtest, the achievement gap decreased, from fall 2011 to spring 2012, between children not receiving special education services and their peers who did (Figure 5-24). The difference between the percentages of the two groups of children who met benchmark on this subtest decreased from 9 to 2, and the odds ratio decreased from 1.6 to 1.2. The differences in the percentages of children meeting benchmark in the fall and the spring were not significantly different (p=.127 in fall and p=.818 in spring).

Figure 5-24

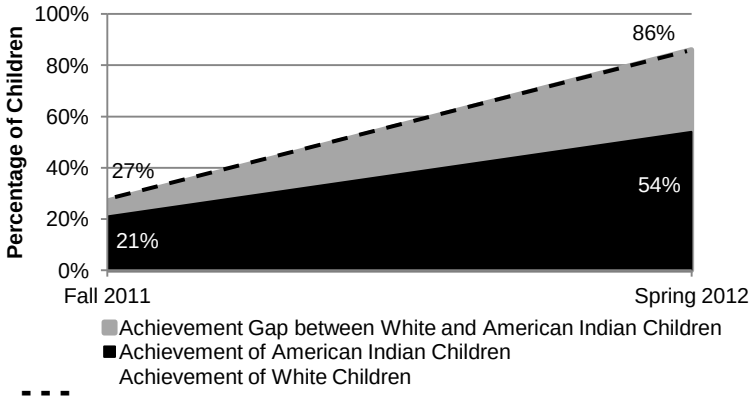


Percentage of Children Not Receiving and Receiving Special Education Services Meeting Benchmark on the PALS Name Writing Subtest

PALS Upper-Case Alphabet Recognition

White and American Indian children. Figure 5-25 shows that the achievement gap between white and American Indian children increased from fall 2011 to spring 2012 on the PALS Upper-Case Alphabet Recognition subtest. The difference between the percentage of white and American Indian children meeting benchmark on this subtest increased from 6 to 32. Likewise, the odds ratio increased from 1.4 to 5.2. The differences in the percentages of children meeting benchmark in the fall were not significant (p=.244), but by spring they were (p=.000).

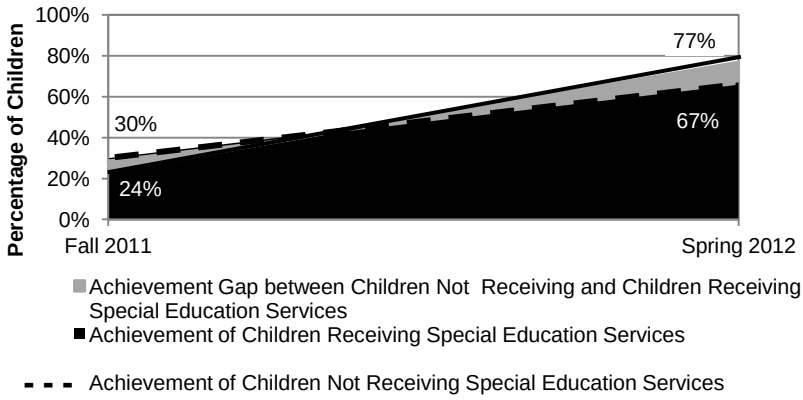
Figure 5-25



Percentage of White and American Indian Children Meeting Benchmark on the PALS Upper-Case Alphabet Recognition Subtest

Children not receiving and receiving special education services. On the PALS Upper-Case Alphabet Recognition subtest, the achievement gap increased, from fall 2010 to spring 2011, between children not receiving special education services and their peers, who did (Figure 5-26). The difference between the percentages of the two groups of children who met benchmark on this subtest increased from -6 to 10, and the odds ratio increased from 0.7 to 1.6. In the fall, *children receiving special education services* were 30 percent more likely than their peers, who did not, to meet benchmark; in the spring, *children who did not receive special education services* were 60 percent more likely than their peers, who did, to achieve benchmark on this subtest. The differences in the percentages of children meeting benchmark in the fall and the spring were not significantly different (p=.351 in fall and p=.433 in spring).

Figure 5-26

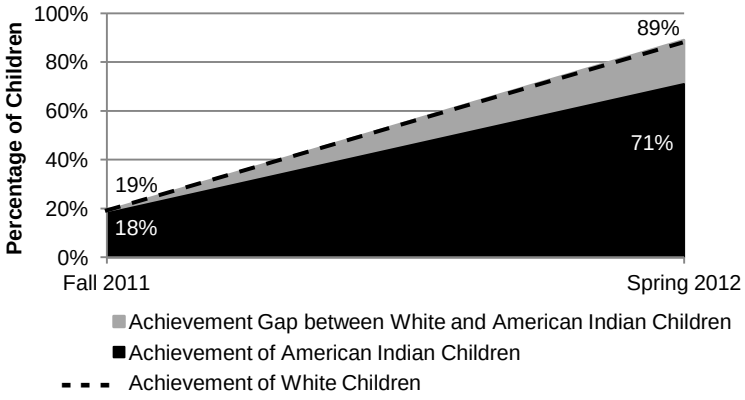


Percentage of Children Not Receiving and Receiving Special Education Services Meeting Benchmark on the PALS Upper-Case Alphabet Recognition Subtest

PALS Letter Sounds

White and American Indian children. Figure 5-27 shows that the achievement gap between white and American Indian children increased, from fall 2011 to spring 2012, on the PALS Letter Sounds subtest. The difference between the percentage of white and American Indian children meeting benchmark on this subtest increased from 1 to 18. Likewise, the odds ratio increased from 1.1 to 3.3. The differences in the percentages of children meeting benchmark in the fall were not significant (p=.610), but by spring they were (p=.000).

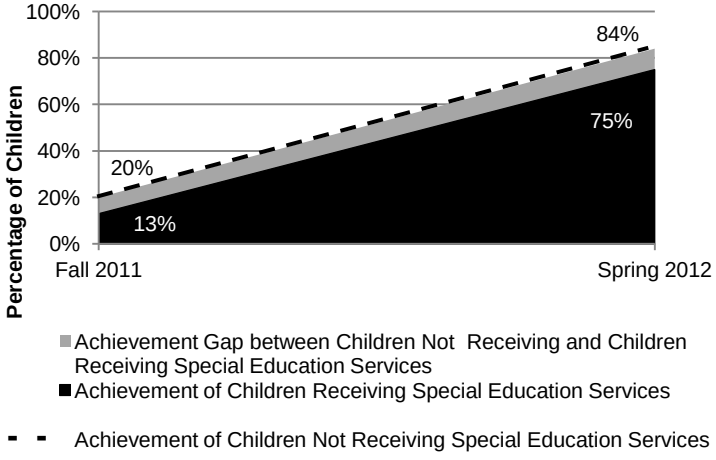
Figure 5-27



Percentage of White and American Indian Children Meeting Benchmark on the PALS Letter Sounds Subtest

Children not receiving and receiving special education services. On the PALS Letter Sounds subtest, the achievement gap remained virtually unchanged, from fall 2011 to spring 2012, between children not receiving special education services and their peers who did (Figure 5-28). The difference between the percentages of the two groups of children who met benchmark on this subtest increased from 7 to 9; and the odds ratio increased from 1.7 to 1.8. The differences in the percentages of children meeting benchmark in the fall and the spring were not significantly different (p=.797 in fall and p=.454 in spring).

Figure 5-28



Percentage of Children Not Receiving and Receiving Special Education Services Meeting Benchmark on the PALS Letter Sounds Subtest

Table 5-5 summarizes results from the above analyses. MTPEL made gains in closing the achievement gap, especially for children receiving special education services. The achievement gap between white and American Indian children continued to grow, in most cases.

In three cases, achievement gaps were closed to the extent that the percentages of children performing at benchmark were similar in the spring for:

- American Indian and White children in receptive oral language
- Children eligible to receive special education services and their peers who did not receive these services in expressive oral language and name writing

In three more cases, achievement gaps were closing, but not fast enough to attain similar percentages of children performing at benchmark:

- American Indian and White children in expressive oral language
- Children eligible to receive special education services and their peers who did not receive these services in receptive oral language and phonological awareness

In many cases, achievement gaps were increasing, especially between American Indian and white children:

- American Indian and White children in phonological awareness, print knowledge, name writing, upper-case alphabet recognition, and letter sounds
- Children eligible to receive special education services and their peers who did not receive these services in upper-case alphabet recognition and print knowledge

In one case, an achievement gap was non-existent in both fall 2011 and spring 2012:

- Children eligible to receive special education services and their peers who did not receive these services in letter sounds

Table 5-5
Summary of Achievement Gap Analyses

	White and American Indian Children			Children Not Receiving and Receiving Special Education Services		
Assessment	**Percentage Point Change in the Achievement Gap**	**Odds Ratio Change**	**Achievement Gap**	**Percentage Point Change in the Achievement Gap**	**Odds Ratio Change**	**Achievement Gap**
PPVT	14 to 8	1.9 to 1.8	Decreased	31 to 18	3.8 to 3	Decreased
TOPEL						
Print Knowledge	13 to 30	1.7 to 4.0	Increased	4 to 13	1.2 to 1.8	Increased
Definitional Vocabulary	18 to 13	2.3 to 2.9	Virtually unchanged	31 to 11	3.8 to 2.3	Decreased
Phonological Awareness	12 to 13	1.6 to 1.9	Increased	29 to 19	3.3 to 2.4	Decreased
Early Literacy Index	13 to 25	1.7 to 3.8	Increased	25 to 21	2.8 to 2.7	Virtually unchanged
PALS						
Name Writing	3 to 9	1.2 to 2.5	Increased	9 to 2 I	1.6 to 1.2	Decreased
Upper-Case Alphabet Recognition	6 to 32	1.4 to 5.2	Increased	-6 to 10	0.7 to 1.6	Increased
Letter Sounds	1 to 18	1.1 to 3.3	Increased	7 to 9	1.7 to 1.8	Virtually unchanged

Summary

According to analyses of PPVT, PALS, and TOPEL child assessment data, by spring 2012, the majority of children were meeting benchmark in regard to receptive language (84%), expressive language (87%), phonological awareness (73%), and print knowledge (70%). The majority of children age-eligible to attend kindergarten in the spring were also meeting benchmark in regard to upper-case letter recognition (75%), knowledge of letter sounds (83%) and name writing ability (86%); smaller proportions of children age-eligible to attend a second year of preschool were meeting benchmark in these skills (38%, 48% and 42%, respectively). Finally, teachers reported that the majority of children were at least average in terms of listening comprehension skills (75%).

In all cases, except listening comprehension, the increases in the percentage of children meeting benchmark from fall 2011 to spring 2012 were statistically significant; effect sizes ranged from .35 to 1.7. Furthermore, from spring 2010 to spring 2012, statistically significant gains were seen in the proportion of children attaining benchmark in all areas, except returning preschoolers name writing.

Kindergarten teachers of a cohort of spring 2011 MTPEL graduates reported that about 75 percent of these children were at least adequately prepared in classroom skills, alphabet recognition, and phonological awareness as incoming kindergarteners. They reported that slightly fewer, about two-thirds, were at least adequately prepared in the areas of receptive and expressive language, vocabulary, alphabet sound recognition, and print awareness; just more than half of these incoming kindergarten students were at least adequately prepared in emergent writing (54%).

During the third year of grant implementation, the RTI process intended to close the achievement gaps between white and American Indian children and children not receiving and receiving special education services, had mixed effects. Achievement gap analyses indicated that the RTI process was more effective for children receiving special education services than it was for American Indian children.

In three cases, achievement gaps were closed to the extent that the percentages of children performing at benchmark were similar in the spring for:

- American Indian and White children in receptive oral language
- Children eligible to receive special education services and their peers who did not receive these services in expressive oral language and name writing

In three more cases, achievement gaps were closing, but not fast enough to attain similar percentages of children performing at benchmark in the spring:

- American Indian and White children in expressive oral language
- Children eligible to receive special education services and their peers who did not receive these services in receptive oral language and phonological awareness.

In many cases, achievement gaps were increasing, especially between American Indian and white children:

- American Indian and White children in phonological awareness, print knowledge, name writing, upper-case alphabet recognition, and letter sounds
- Children eligible to receive special education services and their peers who did not receive these services in upper-case alphabet recognition and print knowledge

In one case, an achievement gap was non-existent in both fall 2011 and spring 2012:

- Children eligible to receive special education services and their peers who did not receive these services in letter sounds

CHAPTER SIX: CONCLUSIONS

The Montana Partnership for Early Literacy (MTPEL) was largely successful in attaining its goals.

1. **All participating children will graduate with high achievement levels in language, phonological awareness, alphabet knowledge, print awareness, and classroom skills necessary to participate effectively in elementary school and to become proficient at reading.**

   By spring 2012, at least three-quarters of MTPEL students had high achievement levels in important early reading skills. The majority of children age-eligible to attend kindergarten in *fall 2012* met benchmark in the areas of expressive language (89%), receptive language (86%), name-writing ability (86%), knowledge of letter sounds (83%), print knowledge (75%), upper-case letter recognition (75%), and phonological awareness (74%).

2. **All classrooms will contain the materials (instructional, play) and spatial arrangements (e.g., centers) that will support the development of children's language and early literacy skills and all teachers will achieve high levels of instructional proficiency with research-based practices.**

   Many, but not all, classrooms and teachers achieved these goals. Regarding teacher practice, as observed by evaluators in the classroom using the *Early Language and Literacy Classroom Observation* (ELLCO) and the *Classroom Assessment Scoring System* (CLASS), significant growth occurred in five of eight domains—CLASS' Emotional Support and Instructional Support and ELLCO's The Language Environment, Print and Early Writing, and Curriculum. Furthermore, according to assessment team observations, the majority of MTPEL classrooms scored in the "High" range on the CLASS Emotional Support and Classroom Organization domains (81% and 62%, respectively) and the majority scored in the "Strong" or "Exemplary" range on the five ELLCO domains: Classroom Structure (87%), Curriculum (88%), The Language Environment (83%), Books and Book Reading (70%), and Print and Early Writing (88%).

   Results from the *Teacher Knowledge Survey* showed no significant increase in teacher knowledge scores from winter 2010 to spring 2012. In spring 2012, the overall score of Part One of the *Teacher Knowledge Survey* was 63 percent. Staff members were most knowledgeable in the area of reading and working with ELLs. Other areas where staff members answered the majority of items correctly were incorporating the families and cultures of the children in their classrooms, emergent writing, phonological awareness and phonics, differentiating instruction, and language and vocabulary development. Some of the skills endorsed by the NELP as being predictive of later literacy skills, namely letter knowledge and print awareness, were areas in which respondents answered fewer questions correctly.

3. **Teachers' instructional proficiencies are applied both to (1) children making satisfactory progress, and (2) children for whom progress monitoring identifies the need for intervention in a Response to Intervention (RTI) process.**

   In 2011-2012, the majority of children at benchmark in fall 2011 remained at benchmark through spring 2012 on the measures of oral language and print knowledge. During this time MTPEL teachers moved the majority of children below benchmark to benchmark in the areas of name writing ability, and alphabet and letter sounds knowledge. Less than one-quarter of children not at

benchmark in early literacy skills in fall 2011 remained below benchmark in these skills in spring 2012.

Achievement gap analyses indicated that the RTI process was more effective for children receiving special education services than it was for American Indian children. For both groups of children the achievement gap closed or shrank the area of oral language skills. Between children eligible to receive special education services and their peers who were not eligible to do so, the achievement gap also closed or shrank in name writing and phonological awareness. However, in the case of American Indian and white children, the achievement gap increased in name writing and phonological awareness skills, as well as in letter sounds, print knowledge, and upper-case alphabet recognition. The achievement gap also increased between children eligible to receive special education services and their peers who did not receive these services in print knowledge upper-case alphabet recognition.

4. **All children and families will transition successfully into K-3 programs aligned with scientifically based reading research (SBRR).**

MTPEL implemented family literacy and kindergarten transition programs that would help children and families transition successfully into K-3 programs (Pianta, Rimm-Kauffman, & Cox, 1999):

- The vast majority of parents indicated that their child enjoyed school.
- Assessment results indicate that most children showed steady growth in academic skills.
- The majority of parents participated in classroom activities, field trips and family literacy events and all parents of kindergarten-bound children took advantage, or were planning to take advantage, of kindergarten transition activities.
- Some preschoolers, parents and kindergarten teachers have had the opportunity to develop relationships prior to the start of school.
- Feedback from parents indicated that they trusted teachers to understand their children's needs and they valued teacher's efforts to promote their children's education.
- "Road Maps," developed by preschool and kindergarten teachers established collaborative efforts between schools, parents, community groups and social service organizations.

Kindergarten teachers of a cohort of spring 2011 MTPEL graduates reported that, as incoming kindergartners, at least two-thirds of children were at least adequately prepared in classroom skills, alphabet recognition, and phonological awareness, oral language, vocabulary, alphabet sound recognition, and print awareness. Furthermore these teachers reported the use of a variety of SBRR curriculums and the use of multiple assessments to assess and monitor early literacy skills.

MTPEL made this progress by employing a professional cadre of Montana Office of Public Instruction (OPI) staff members and consultants committed to improving the lives of preschool children in Montana. Over the course of the grant, only one staff member left. This commitment allowed the staff to establish meaningful relationships with preschool staff members. This, in turn, made the difficult process of change that much easier. Finally, it developed capacity within OPI to more fully address PreK instructional issues on an on-going basis.

MTPEL implemented a comprehensive professional development program that introduced early literacy concepts and research-based practices in off-site venues (institutes) and then reinforced them on-site

through coaching from Early Reading First Specialists, consultants, and site coaches. The amount of professional development and the combination of information and support is indicative of a successful professional development program (Yoon, Duncan, Lee, Scarloss and Shapely, 2007).

Conforming to the logic model, MTPEL provided high-quality inputs. However, the outputs produced mixed results. As measured by the CLASS and ELLCO, growth in teachers' ability to prepare the classroom environment for, and engage in, early literacy instruction was detected. However, the growth measured by the evaluation team was less than the growth measured by the MTPEL assessment team. Reliability can be enhanced in many ways. For example, research indicates that observations conducted more frequently, at different times of the day, and at different times of the year produce more representative scores (Stuhlman, Hamre, Downer and Pianta, not dated). Training, recertification, and using multiple observers to code observations, also improve reliability. While Education Northwest evaluators were recertified in the CLASS prior to the spring 2012 observations and participated in a refresher training, observations, and an inter-rater reliability check with the ELLCO, budgetary constraints reduced the ability to conduct more frequent or multiple-observer observations. Regardless, growth was detected, and that growth was significant on five of eight domains. One of the two CLASS domains with significant growth—Instruction—is associated with gains in expressive and receptive language. Furthermore a positive change over all ELLCO scores is also associated with gains in pre-reading skills and vocabulary (Bryant, 2010).

Results for changes in the *Teacher Knowledge Survey* were not significant. This might be that the instrument was not sensitive enough to detect the types of changes that MTPEL teachers were implementing. Also, the *Teacher Knowledge Survey* was administered to teachers, teacher assistants, coaches and center directors, some of whom participated in MTPEL for all three years and some of whom participated for less time. This mix of exposure to MTPEL might have "watered down" positive results. However, getting non-significant results is not uncommon. For example, another study, that also used the *Teacher Knowledge Survey,* also had non-significant findings that were attributed to the "decontextualized nature" of coursework versus the "how to do it" nature of coaching (Neuman & Wright, 2010). It might be that the items on the *Teacher Knowledge Survey* are better at detecting changes in knowledge from traditional educational settings as opposed to the types of changes that result from hands-on professional development in workshops and coaching.

Finally, while the outputs produced mixed results, the outcomes were straightforward. In an overwhelmingly vast majority of cases, statistically significant gains were made over time using the Peabody Picture Vocabulary Test (PPVT), TOPEL Test of Preschool Early Language (TOPEL), and Phonological Awareness Literacy Screening (PALS) to measure children's early literacy skills. Within-year gains were positive and significant in all cases, except for returning preschoolers' name writing skills (spring 2011) and letter sounds skills (spring 2010). By spring 2012, the majority of children (55% to 87%) were at benchmark on any given assessment, except for the children age-eligible to attend a second year of preschool on the alphabet knowledge and letter sounds measure of the PALS. Finally, using spring 2010 as baseline, after one full year of professional development and coaching, significantly more children achieved benchmark on assessments by spring 2011 (children age-eligible to return to preschool were less likely to make significant gains). An additional year of professional development and coaching from summer 2011 to spring 2012 contributed to these previous gains. Using the same spring 2010 baseline, by spring 2012, significantly larger proportions of children attained benchmark on all assessments except for returning preschoolers in name writing skills.

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APPENDICES

APPENDIX A

Overall MTPEL CLASS Domain and Dimension Results

Overall MTPEL ELLCO Section and Item Results

Table A-1
Overall MTPEL CLASS Domain and Dimension Results (Fall 2011)

ALL MTPEL (N=24) Domains and Dimensions	Percentage of MTPEL Classrooms With CLASS Score							Mean (SD)	
	Low		Medium			High			
	1	2	3	4	5	6	7	MTPEL	NCEDL[11]
Emotional Support	0%	0%	0%	0%	8%	29%	63%	6.6 (0.5)	NA
Positive Climate	0%	0%	0%	0%	0%	42%	58%	6.6 (0.5)	4.8 (1.0)
Negative Climate	0%	0%	0%	0%	0%	0%	100%	7.0 (0.1)	1.3 (0.6)
Teacher Sensitivity	0%	0%	0%	4%	8%	25%	63%	6.4 (0.8)	4.2 (1.0)
Regard for Student Perspective	0%	0%	0%	4%	17%	25%	54%	6.3 (0.9)	4.1 (0.8)
Classroom Organization	0%	0%	0%	4%	13%	21%	63%	6.3 (0.8)	NA
Behavior Management	0%	0%	0%	8%	8%	17%	67%	6.4 (1.0)	4.5 (1.0)
Productivity	0%	0%	0%	4%	13%	25%	58%	6.3 (0.9)	4.0 (0.9)
Instructional Learning Formats	0%	0%	0%	4%	8%	33%	54%	6.4 (0.9)	3.4 (1.1)
Instructional Support	0%	0%	4%	4%	17%	33%	42%	6.0 (1.1)	NA
Concept Development	0%	0%	4%	4%	17%	33%	42%	6.0 (1)	1.7 (0.9)
Quality of Feedback	0%	0%	4%	4%	8%	42%	42%	6.1 (1)	1.6 (0.9)
Language Modeling	0%	0%	4%	8%	13%	38%	38%	6.0 (1.1)	2.7 (0.7)

[11] Results are from the National Center for Early Development and Learning (NCEDL) studies. For more information see: http://www.fpg.unc.edu/~ncedl/pages/research.cfm

Table A-2
Overall MTPEL CLASS Domain and Dimension Results (Spring 2012)

ALL MTPEL (N=21) Domains and Dimensions	Percentage of MTPEL Classrooms With CLASS Score							Mean (SD)	
	Low		Medium			High			
	1	2	3	4	5	6	7	MTPEL	NCEDL[12]
Emotional Support	0%	0%	0%	0%	19%	19%	62%	6.4 (0.7)	NA
Positive Climate	0%	0%	0%	0%	0%	43%	57%	6.5 (0.5)	4.8 (1.0)
Negative Climate	0%	0%	0%	0%	0%	5%	95%	1.0 (0.1)	1.3 (0.6)
Teacher Sensitivity	0%	0%	0%	10%	19%	24%	48%	6.1 (1.1)	4.2 (1.0)
Regard for Student Perspective	0%	0%	5%	14%	14%	19%	48%	5.9 (1.2)	4.1 (0.8)
Classroom Organization	0%	0%	0%	14%	24%	10%	52%	5.9 (1.1)	NA
Behavior Management	0%	0%	0%	19%	14%	14%	52%	6.0 (1.1)	4.5 (1.0)
Productivity	0%	0%	0%	10%	29%	10%	52%	5.9 (1.1)	4.0 (0.9)
Instructional Learning Formats	0%	0%	5%	19%	5%	29%	43%	5.8 (1.2)	3.4 (1.1)
Instructional Support	0%	0%	29%	5%	10%	33%	24%	5.3 (1.4)	NA
Concept Development	0%	0%	5%	24%	14%	29%	29%	5.5 (1.4)	1.7 (0.9)
Quality of Feedback	0%	0%	10%	19%	14%	29%	29%	5.4 (1.4)	1.6 (0.9)
Language Modeling	0%	0%	24%	10%	10%	38%	19%	5.1 (1.6)	2.7 (0.7)

[12] Results are from the National Center for Early Development and Learning (NCEDL) studies. For more information see: http://www.fpg.unc.edu/~ncedl/pages/research.cfm

Table A-3
Overall MTPEL CLASS Domain and Dimension Results, by Site (Fall 2011)

CLASS Domain and Dimension	Evergreen (N=2)			Fort Belknap (N=6)			Great Falls Head Start (N=8)			Great Falls Public (N=5)			Hardin (N=3)		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
Emotional Support	0%	0%	100%	0%	33%	67%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Positive Climate	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Negative Climate	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Teacher Sensitivity	0%	0%	100%	0%	50%	50%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Regard for Student Perspective	0%	0%	100%	0%	50%	50%	0%	13%	88%	0%	0%	100%	0%	33%	67%
Classroom Organization	0%	0%	100%	0%	67%	33%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Behavior Management	0%	0%	100%	0%	67%	33%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Productivity	0%	0%	100%	0%	50%	50%	0%	13%	88%	0%	0%	100%	0%	0%	100%
Instructional Learning Formats	0%	0%	100%	0%	50%	50%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Instructional Support	0%	0%	100%	0%	67%	33%	0%	13%	88%	0%	0%	100%	0%	33%	67%
Concept Development	0%	0%	100%	0%	67%	33%	0%	13%	88%	0%	0%	100%	0%	33%	67%
Quality of Feedback	0%	0%	100%	0%	50%	50%	0%	0%	100%	0%	0%	100%	0%	33%	67%
Language Modeling	0%	0%	100%	0%	67%	33%	0%	13%	88%	0%	0%	100%	0%	33%	67%

Table A-4
Overall MTPEL CLASS Domain and Dimension Results, by Site (Spring 2012)

CLASS Domain and Dimension	Evergreen (N=2)			Fort Belknap (N=4)			Great Falls Head Start (N=7)			Great Falls Public (N=5)			Hardin (N=3)		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
Emotional Support	0%	0%	100%	0%	50%	50%	0%	14%	86%	0%	0%	100%	0%	33%	67%
Positive Climate	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Negative Climate	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Teacher Sensitivity	0%	0%	100%	0%	75%	25%	0%	29%	71%	0%	0%	100%	0%	33%	67%
Regard for Student Perspective	0%	0%	100%	0%	100%	0%	0%	29%	71%	0%	0%	100%	0%	33%	67%
Classroom Organization	0%	0%	100%	0%	100%	0%	0%	43%	57%	0%	0%	100%	0%	33%	67%
Behavior Management	0%	0%	100%	0%	100%	0%	0%	43%	57%	0%	0%	100%	0%	0%	100%
Productivity	0%	0%	100%	0%	100%	0%	0%	43%	57%	0%	0%	100%	0%	33%	67%
Instructional Learning Formats	0%	0%	100%	0%	100%	0%	0%	14%	86%	0%	0%	100%	0%	33%	67%
Instructional Support	0%	0%	100%	0%	100%	0%	0%	57%	43%	0%	0%	100%	0%	33%	67%
Concept Development	0%	0%	100%	0%	100%	0%	0%	57%	43%	0%	0%	100%	0%	33%	67%
Quality of Feedback	0%	0%	100%	0%	100%	0%	0%	57%	43%	0%	0%	100%	0%	33%	67%
Language Modeling	0%	0%	100%	0%	100%	0%	0%	57%	43%	0%	0%	100%	0%	33%	67%

Table A-5
Overall MTPEL ELLCO Section and Item Results (Fall 2011)

ALL MTPEL (N=24) Sections and Items	Percentage of MTPEL Classrooms With ELLCO Score				
	Deficient	Inadequate	Basic	Strong	Exemplary
	1	2	3	4	5
Classroom Structure					
Organization of the Classroom	0%	0%	0%	8%	92%
Contents of the Classroom	0%	0%	0%	8%	92%
Classroom Management	0%	0%	13%	13%	75%
Personnel	0%	0%	4%	4%	92%
Curriculum					
Approaches to Curriculum	0%	0%	8%	21%	71%
Opportunities for Child Choice and Initiative	0%	0%	4%	8%	88%
Recognizing Diversity in the Classroom	0%	0%	8%	8%	83%
The Language Environment					
Discourse Climate	0%	0%	4%	13%	83%
Opportunities for Extended Conversations	0%	4%	4%	21%	71%
Efforts to Build Vocabulary	0%	4%	0%	17%	79%
Phonological Awareness	13%	0%	4%	8%	75%
Books and Book Reading					
Organization of the Book Area	0%	0%	8%	0%	92%
Characteristics of Books	0%	0%	4%	8%	88%
Books for Learning	0%	13%	17%	29%	42%
Approaches to Book Reading	4%	0%	4%	17%	75%
Quality of Book Reading (0=8%)	0%	0%	0%	9%	91%
Print and Early Writing					
Early Writing Environment	0%	0%	0%	9%	91%
Support for Children's Writing	0%	0%	8%	33%	58%
Environmental Print	0%	8%	4%	8%	79%

Table A-6
Overall MTPEL ELLCO Section and Item Results (Spring 2012)

ALL MTPEL (N=22) Sections and Items	Percentage of MTPEL Classrooms With ELLCO Score				
	Deficient	Inadequate	Basic	Strong	Exemplary
	1	2	3	4	5
Classroom Structure					
Organization of the Classroom	0%	0%	0%	14%	86%
Contents of the Classroom	0%	0%	0%	18%	82%
Classroom Management	0%	0%	5%	27%	68%
Personnel	0%	0%	9%	18%	73%
Curriculum					
Approaches to Curriculum	0%	5%	9%	27%	59%
Opportunities for Child Choice and Initiative	0%	0%	5%	18%	77%
Recognizing Diversity in the Classroom	0%	0%	5%	5%	91%
The Language Environment					
Discourse Climate	0%	5%	0%	18%	77%
Opportunities for Extended Conversations	0%	5%	9%	23%	64%
Efforts to Build Vocabulary	0%	9%	9%	9%	73%
Phonological Awareness	9%	5%	0%	5%	82%
Books and Book Reading					
Organization of the Book Area	0%	5%	5%	14%	77%
Characteristics of Books	0%	5%	5%	9%	82%
Books for Learning	0%	9%	18%	23%	50%
Approaches to Book Reading	5%	5%	0%	14%	77%
Quality of Book Reading (0=4%)	0%	0%	5%	9%	82%
Print and Early Writing					
Early Writing Environment	0%	5%	14%	23%	59%
Support for Children's Writing	0%	5%	32%	9%	55%
Environmental Print	0%	0%	14%	32%	55%

Table A-7
Overall MTPEL ELLCO Section and Item Results, by Site (Fall 2011)

	Evergreen (N=2)			Fort Belknap (N=6)			Great Falls Head Start (N=8)			Great Falls Public (N=5)			Hardin (N=3)		
Scales	**Below Basic**	**Basic**	**Above Basic**	**Below Basic**	**Basic**	**Above Basic**	**Below Basic**	**Basic**	**Above Basic**	**Below Basic**	**Basic**	**Above Basic**	**Below Basic**	**Basic**	**Above Basic**
Classroom Structure															
Organization of the Classroom	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Contents of the Classroom	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Classroom Management	0%	0%	100%	0%	50%	50%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Personnel	0%	0%	100%	0%	17%	83%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Curriculum															
Approaches to Curriculum	0%	0%	100%	0%	33%	67%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Opportunities for Child Choice and Initiative	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	33%	67%
Recognizing Diversity in the Classroom	0%	0%	100%	0%	33%	67%	0%	0%	100%	0%	0%	100%	0%	0%	100%
The Language Environment															
Discourse Climate	0%	0%	100%	0%	17%	83%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Opportunities for Extended Conversations	0%	0%	100%	17%	17%	67%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Efforts to Build Vocabulary	0%	0%	100%	17%	0%	83%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Phonological Awareness	0%	0%	100%	50%	0%	50%	0%	0%	100%	0%	0%	100%	0%	33%	67%

Table A-7 (continued)
Overall MTPEL ELLCO Section and Item Results, by Site (Fall 2011)

	Evergreen (N=2)			Fort Belknap (N=7)			Great Falls Head Start (N=8)			Great Falls Public (N=4)			Hardin (N=2)		
Scales	**Below Basic**	**Basic**	**Above Basic**	**Below Basic**	**Basic**	**Above Basic**	**Below Basic**	**Basic**	**Above Basic**	**Below Basic**	**Basic**	**Above Basic**	**Below Basic**	**Basic**	**Above Basic**
Books and Book Reading															
Organization of the Book Area	0%	0%	100%	0%	33%	67%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Characteristics of Books	0%	0%	100%	0%	17%	83%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Books for Learning	0%	0%	100%	33%	50%	17%	0%	0%	100%	20%	0%	80%	0%	33%	67%
Approaches to Book Reading	0%	0%	100%	17%	17%	67%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Quality of Book Reading	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Print and Early Writing															
Early Writing Environment	0%	0%	100%	0%	33%	67%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Support for Children's Writing	0%	0%	100%	33%	17%	50%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Environmental Print	0%	0%	100%	0%	33%	67%	0%	0%	100%	0%	0%	100%	0%	0%	100%

Table A-8
Overall MTPEL ELLCO Section and Item Results, by Site (Spring 2012)

	Evergreen (N=2)			Fort Belknap (N=5)			Great Falls Head Start (N=7)			Great Falls Public (N=5)			Hardin (N=3)		
Scales	**Below Basic**	**Basic**	**Above Basic**	**Below Basic**	**Basic**	**Above Basic**	**Below Basic**	**Basic**	**Above Basic**	**Below Basic**	**Basic**	**Above Basic**	**Below Basic**	**Basic**	**Above Basic**
Classroom Structure															
Organization of the Classroom	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Contents of the Classroom	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Classroom Management	0%	0%	100%	0%	0%	100%	0%	14%	86%	0%	0%	100%	0%	0%	100%
Personnel	0%	0%	100%	0%	20%	80%	0%	14%	86%	0%	0%	100%	0%	0%	100%
Curriculum															
Approaches to Curriculum	0%	0%	100%	20%	20%	60%	0%	0%	100%	0%	0%	100%	0%	33%	67%
Opportunities for Child Choice and Initiative	0%	0%	100%	0%	20%	80%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Recognizing Diversity in the Classroom	0%	0%	100%	0%	20%	80%	0%	0%	100%	0%	0%	100%	0%	0%	100%
The Language Environment															
Discourse Climate	0%	0%	100%	20%	0%	80%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Opportunities for Extended Conversations	0%	0%	100%	20%	20%	60%	0%	0%	100%	0%	0%	100%	0%	33%	67%
Efforts to Build Vocabulary	0%	0%	100%	40%	20%	40%	0%	0%	100%	0%	0%	100%	0%	33%	67%
Phonological Awareness	0%	0%	100%	60%	0%	40%	0%	0%	100%	0%	0%	100%	0%	0%	100%

Table A-8 (continued)
Overall MTPEL ELLCO Section and Item Results, by Site (Spring 2012)

	Evergreen (N=2)			Fort Belknap (N=5)			Great Falls Head Start (N=7)			Great Falls Public (N=5)			Hardin (N=3)		
Scales	**Below Basic**	**Basic**	**Above Basic**	**Below Basic**	**Basic**	**Above Basic**	**Below Basic**	**Basic**	**Above Basic**	**Below Basic**	**Basic**	**Above Basic**	**Below Basic**	**Basic**	**Above Basic**
Books and Book Reading															
Organization of the Book Area	0%	0%	100%	20%	20%	60%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Characteristics of Books	0%	0%	100%	20%	20%	60%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Books for Learning	0%	0%	100%	40%	40%	20%	0%	14%	86%	0%	0%	100%	0%	33%	67%
Approaches to Book Reading	0%	0%	100%	40%	0%	60%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Quality of Book Reading	0%	0%	100%	0%	20%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Print and Early Writing															
Early Writing Environment	0%	0%	100%	20%	40%	40%	0%	14%	86%	0%	0%	100%	0%	0%	100%
Support for Children's Writing	0%	0%	100%	20%	60%	20%	0%	43%	57%	0%	0%	100%	0%	33%	67%
Environmental Print	0%	0%	100%	0%	60%	40%	0%	0%	100%	0%	0%	100%	0%	0%	100%

Table A-9
Overall MTPEL ELLCO Total, Subscale, and Section Scores, by Site (Fall 2011)

Subscale and Section (Range)	Mean (SD) - Percentage (%) of Possible Points				
	Evergreen (N=2)	**Fort Belknap (N=6)**	**Great Falls Head Start (N=8)**	**Great Falls Public (N=5)**	**Hardin (N=3)**
General Classroom Environment Subscale (7-35)	35.0 (0.0) 100%	30.8 (3.9) 88%	34.1 (2.1) 98%	34.1 (2.1) 98%	34.0 (1.7) 97%
Classroom Structure (4-20)	20.0 (0.0) 100%	18.2 (1.8) 91%	19.5 (1.4) 98%	19.5 (1.4) 98%	19.7 (0.6) 98%
Curriculum (3-15)	15.0 (0.0) 100%	12.7 (2.2) 84%	14.6 (0.7) 98%	14.6 (0.7) 98%	14.3 (1.2) 96%
Language and Literacy Subscale (12-60)	59.5 (0.7) 99%	45.8 (11.9) 76%	58.6 (2.7) 98%	58.6 (2.7) 98%	57.7 (3.2) 96%
The Language Environment (4-20)	20.0 (0.0) 100%	15 (4.3) 75%	19.5 (1.4) 98%	19.5 (1.4) 98%	19 (1.7) 95%
Books and Book Reading (5-25)	24.5 (0.7) 98%	19.3 (5.6) 77%	24.6 (0.7) 99%	24.6 (0.7) 99%	23.7 (1.5) 95%
Print and Early Writing (3-15)	15.0 (0.0) 100%	11.5 (2.4) 77%	14.5 (0.8) 97%	14.5 (0.8) 97%	15.0 (0.0) 100%
ELLCO Total (19-95)	94.5 (0.7) 99%	76.7 (15.5) 81%	92.8 (4.8) 98%	92.8 (4.8) 98%	91.7 (4.9) 96%

Table A-10
Overall MTPEL ELLCO Total, Subscale, and Section Scores, by Site (Spring 2012)

	Mean (SD) - Percentage (%) of Possible Points				
Subscale and Section (Range)	**Evergreen (N=2)**	**Fort Belknap (N=6)**	**Great Falls Head Start (N=8)**	**Great Falls Public (N=5)**	**Hardin (N=3)**
General Classroom Environment Subscale (7-35)	35 (0.0) 100%	29.4 (3.1) 84%	33 (2.8) 94%	35 (0.0) 100%	34 (1.0) 97%
Classroom Structure (4-20)	20 (0.0) 100%	17.2 (1.3) 86%	18.7 (1.8) 94%	20 (0.0) 100%	20 (0.0) 100%
Curriculum (3-15)	15 (0.0) 100%	12.2 (2.5) 81%	14.3 (1.3) 95%	15 (0.0) 100%	14 (1) 93%
Language and Literacy Subscale (12-60)	58.5 (2.1) 98%	40.6 (12.1) 68%	56.4 (3.7) 94%	60 (0.0) 100%	54.3 (6.7) 91%
The Language Environment (4-20)	20 (0.0) 100%	13.6 (4.8) 68%	19.1 (0.9) 96%	20 (0.0) 100%	18.3 (2.9) 92%
Books and Book Reading (5-25)	24.5 (0.7) 98%	17 (5.2) 68%	24.1 (1.2) 97%	25 (0.0) 100%	23 (2) 92%
Print and Early Writing (3-15)	14 (1.4) 93%	10 (2.5) 67%	13.1 (2.3) 88%	15 (0.0) 100%	13 (2) 87%
ELLCO Total (19-95)	93.5 (2.1) 98%	70 (14.6) 74%	89.4 (6.1) 94%	95 (0.0) 100%	88.3 (7.6) 93%

APPENDIX B

Children's Assessment Results

Table B-1. Percentage of Children with Standard Scores of 90+ and Means and Standard Deviations on the PPVT, Overall and by Group, Fall 2011 and Spring 2012

	MTPEL Children Obtaining a PPVT Standard Score of 90+, Overall and by Group, Fall 2011 and Spring 2012					
		Percentage		Mean (SD)		
Group	**N**	**Fall**	**Spring (*p**)**	**Fall**	**Spring**	**Change (*p***)**
All MTPEL Children	**286**	70%	84% (.000)	97.1 (15.6)	101.8 (12.0)	4.7 (.000)
Female	137	74%	85% (.005)	97.7 (16.6)	102.7 (1.0)	5.0 (.000)
Male	147	67%	84% (.000)	96.7 (14.6)	101.1 (12.7)	4.4 (.000)
Kindergarten Fall 2012	208	71%	86% (.000)	97.6 (16.3)	102.6 (11.7)	5.0 (.000)
Kindergarten Fall 2013	74	70%	81% (.057)	96.3 (13.5)	100.2 (12.9)	3.9 (.001)
American Indian	107	62%	79% (.001)	93.3 (13.2)	98.1 (11.1)	4.8 (.000)
White	150	76%	87% (.004)	99.7 (17.0)	104.0 (12.5)	4.3 (.000)
Other	29	72%	90% (.063)	97.9 (13.7)	104.7 (9.5)	6.8 (.003)
Does Not Receive Services	251	74%	87% (.000)	98.3 (15.6)	102.8 (11.7)	4.5 (.000)
Receives Services	35	43%	69% (.012)	88.5 (12.6)	94.9 (12.2)	6.4 (.001)
Evergreen	19	79%	84% (1.000)	102.6 (19.9)	106.0 (14.5)	3.4 (.313)
Fort Belknap	60	68%	80% (.143)	94.8 (12.3)	98.5 (11.3)	3.7 (.012)
Great Falls Head Start	118	70%	85% (.002)	98.2 (14.9)	102.5 (12.1)	4.3 (.000)
Great Falls Public	55	71%	91% (.003)	96.7 (17.9)	103.0 (11.2)	6.3 (.007)
Hardin	34	68%	79% (.219)	95.0 (16.0)	101.5 (12.3)	6.5 (.005)

* McNemar Test

** Paired T-test

Table B-2. Percentage of Children in Spring Development Range, PALS Name Writing Task, Overall by Age and by Group, Fall 2011 and Spring 2012

	Children Age-eligible to Attend Kindergarten in Fall 2012			Children Age-eligible to Attend Kindergarten in Fall 2013		
Group	**N**	**Fall**	**Spring (*p**)**	**N**	**Fall**	**Spring (*p**)**
All MTPEL Children	234	30%	86% (.000)	79	0%	42 (na)
Female	104	32%	90% (.000)	41	0%	42%
Male	128	28%	83% (.000)	38	0%	42%
American Indian	75	27%	80% (.000)	36	0%	28%
White	131	30%	91% (.000)	34	0%	50%
Other	28	36%	79% (.000)	9	0%	67%
Does Not Receive Services	202	31%	86% (.000)	72	0%	43%
Receives Services	32	22%	84% (.000)	7	0%	29%
Evergreen	23	9%	83% (.000)	2	0%	50%
Fort Belknap	40	10%	65% (.000)	18	0%	33%
Great Falls Head Start	84	36%	83% (.000)	45	0%	38%
Great Falls Public	59	36%	100%	2	0%	100%
Hardin	28	43%	96% (.000)	12	0%	58%

* McNemar Test

Table B-3. Mean PALS Name Writing Scores, Overall by Age and by Group, Fall 2011 and Spring 2012

	Age-eligible for Kindergarten Fall 2012					Age-eligible for Kindergarten Fall 2013				
		Mean (SD)					Mean (SD)			
Group	**N**	**Fall**	**Spring**	**Change**	**T-Test *p***	**N**	**Fall**	**Spring**	**Change**	**T-Test *p***
All MTPEL Children	234	3.3 (2.3)	6.2 (1.4)	2.9	(.000)	79	1.1 (1.2)	3.6 (2.3)	2.5	(.000)
Female	104	3.4 (2.3)	6.4 (1.1)	3.0	(.000)	41	1.2 (1.1)	3.7 (2.4)	2.5	(.000)
Male	128	3.2 (2.3)	6.0 (1.5)	2.8	(.000)	38	1.0 (1.2)	3.6 (2.2)	2.6	(.000)
American Indian	75	3.2 (2.2)	6.0 (1.4)	2.8	(.000)	36	1.1 (1.0)	3.1 (2.3)	2.0	(.000)
White	131	3.4 (2.2)	6.3 (1.3)	2.9	(.000)	34	0.9 (1.3)	3.9 (2.3)	3.0	(.000)
Other	28	3.0 (2.8)	5.6 (1.6)	2.6	(.000)	9	1.6 (1.3)	4.6 (2.3)	3.0	(.006)
Does Not Receive Services	202	3.4 (2.3)	6.2 (1.3)	2.8	(.000)	72	1.1 (1.1)	3.7 (2.3)	2.6	(.000)
Receives Services	32	2.7 (2.3)	6.1 (1.6)	3.4	(.000)	7	1.3 (1.5)	2.3 (2.3)	1.0	(.251)
Evergreen	23	2.5 (2.1)	5.9 (1.9)	3.4	(.000)	2	0.0 (0.0)	4.0 (4.2)	4.0	(.410)
Fort Belknap	40	2.4 (1.9)	5.4 (1.7)	3.0	(.000)	18	1.3 (1.1)	2.7 (2.7)	1.4	(.036)
Great Falls Head Start	84	3.5 (2.3)	5.9 (1.4)	2.4	(.000)	45	1.1 (1.3)	3.6 (2.2)	2.5	(.000)
Great Falls Public	59	3.6 (2.3)	6.8 (0.5)	3.2	(.000)	2	1.0 (1.4)	6.0 (0.0)	5.0	(.126)
Hardin	28	3.9 (2.4)	6.7 (0.7)	2.8	(.000)	12	0.8 (0.9)	4.7 (1.4)	3.9	(.000)

Table B-4. Percentage of Children in Spring Development Range, PALS Upper-Case Alphabet Recognition Task, Overall by Age and by Group, Fall 2011 and Spring 2012

	Children Age-eligible to Attend Kindergarten in Fall 2012			Children Age-eligible to Attend Kindergarten in Fall 2013		
Group	**N**	**Fall**	**Spring (*p**)**	**N**	**Fall**	**Spring (*p**)**
All MTPEL Children	238	25%	75% (.000)	81	3%	38% (.000)
Female	105	26%	82% (.000)	42	5%	36% (.000)
Male	131	25%	70% (.000)	38	0%	42%
American Indian	78	21%	54% (.000)	36	3%	22% (.016)
White	132	27%	86% (.000)	35	3%	51% (.000)
Other	28	29%	82% (.000)	10	0%	50%
Does Not Receive Services	205	24%	77% (.000)	73	3%	38% (.000)
Receives Services	33	30%	67% (.000)	8	0%	38%
Evergreen	23	17%	96% (.000)	3	0%	33%
Fort Belknap	43	5%	21% (.065)	19	0%	26%
Great Falls Head Start	85	24%	78% (.000)	45	4%	36% (.000)
Great Falls Public	59	37%	93% (.000)	2	0%	100%
Hardin	28	43%	96% (.000)	12	0%	58%

* McNemar Test

Table B-5. Mean PALS Upper-Case Alphabet Recognition Task Scores, Overall by Age and by Group, Fall 2011 and Spring 2012

	Age-eligible for Kindergarten Fall 2012					Age-eligible for Kindergarten Fall 2013				
		Mean (SD)					Mean (SD)			
Group	**N**	**Fall**	**Spring**	**Change**	**T-Test *p***	**N**	**Fall**	**Spring**	**Change**	**T-Test *p***
All MTPEL Children	238	7.2 (8.4)	18.7 (8.7)	11.5	(.000)	81	1.5 (4.1)	10.4 (9.0)	8.9	(.000)
Female	105	7.0 (7.9)	19.9 (7.9)	12.9	(.000)	42	1.9 (5.3)	10.2 (9.0)	8.2	(.000)
Male	131	7.4 (8.7)	17.7 (9.2)	10.3	(.000)	38	1.0 (2.1)	10.9 (9.2)	9.9	(.000)
American Indian	78	6.3 (8.3)	14.0 (9.5)	7.7	(.000)	36	1.3 (4.0)	7.4 (8.1)	6.1	(.000)
White	132	7.7 (8.1)	21.3 (7.0)	13.6	(.000)	35	1.7 (4.6)	12.9 (8.9)	11.2	(.000)
Other	28	7.3 (9.7)	19.4 (8.1)	12.2	(.000)	10	1.6 (2.3)	12.7 (9.6)	11.1	(.004)
Does Not Receive Services	205	7.0 (8.2)	18.9 (8.5)	11.9	(.000)	73	1.6 (4.3)	10.6 (9.1)	9.0	(.000)
Receives Services	33	8.4 (9.5)	17.6 (9.6)	9.2	(.000)	8	0.6 (0.9)	8.5 (7.9)	7.9	(.028)
Evergreen	23	5.7 (6.6)	21.9 (6.5)	16.1	(.000)	3	1.7 (2.1)	11.3 (12.7)	10.0	(.258)
Fort Belknap	43	2.7 (5.1)	7.6 (7.4)	4.9	(.000)	19	0.6 (0.9)	7.8 (7.8)	7.2	(.001)
Great Falls Head Start	85	7.5 (8.5)	18.7 (7.9)	11.2	(.000)	45	2.3 (5.3)	9.4 (8.4)	7.1	(.000)
Great Falls Public	59	9.2 (9.0)	23.0 (5.2)	13.8	(.000)	2	0.0 (0.0)	23.5 (3.5)	23.5	(.067)
Hardin	28	10.1 (9.2)	23.9 (3.6)	13.9	(.000)	12	0.0 (0.0)	16.0 (9.5)	16.0	(.000)

Table B-6. Percentage of Children in Spring Development Range, PALS Letter Sounds Task, Overall by Age and by Group, Fall 2011 and Spring 2012

	Children Age-eligible to Attend Kindergarten in Fall 2012			Children Age-eligible to Attend Kindergarten in Fall 2013		
Group	**N**	**Fall**	**Spring (*p**)**	**N**	**Fall**	**Spring (*p**)**
All MTPEL Children	237	19%	83% (.000)	81	4%	48% (.000)
Female	105	17%	84% (.000)	42	7%	50% (.000)
Male	130	20%	82% (.000)	38	0%	47%
American Indian	78	18%	71% (.000)	36	3%	31% (.002)
White	131	19%	89% (.000)	35	3%	63% (.000)
Other	28	18%	86% (.000)	10	10%	60% (.063)
Does Not Receive Services	205	20%	84% (.000)	73	4%	51% (.000)
Receives Services	32	13%	75% (.000)	8	0%	25%
Evergreen	23	9%	96% (.000)	3	0%	33%
Fort Belknap	43	12%	58% (.000)	19	5%	42% (.016)
Great Falls Head Start	84	18%	81% (.000)	45	4%	47% (.000)
Great Falls Public	59	17%	93% (.000)	2	0%	100%
Hardin	28	43%	93% (.000)	12	0%	58%

* McNemar Test

Table B-7. Mean PALS Letter Sounds Scores, Overall by Age and by Group, Fall 2011 and Spring 2012

	Age-eligible for Kindergarten Fall 2012					Age-eligible for Kindergarten Fall 2013				
		Mean (SD)					Mean (SD)			
Group	**N**	**Fall**	**Spring**	**Change**	**T-Test *p***	**N**	**Fall**	**Spring**	**Change**	**T-Test *p***
All MTPEL Children	237	2.1 (4.1)	13.6 (8.5)	11.5	(.000)	81	0.3 (1.2)	5.9 (7.3)	5.6	(.000)
Female	105	1.9 (3.7)	14.6 (8.5)	12.8	(.000)	42	0.5 (1.7)	6.2 (7.8)	5.7	(.000)
Male	130	2.4 (4.4)	12.9 (8.5)	10.5	(.000)	38	0.1 (0.4)	5.6 (6.8)	5.5	(.000)
American Indian	78	1.9 (3.4)	10.3 (9.0)	8.4	(.000)	36	0.2 (0.9)	4.3 (6.6)	4.2	(.001)
White	131	2.2 (4.2)	15.2 (7.5)	13.0	(.000)	35	0.2 (1.1)	7.2 (7.8)	7.0	(.000)
Other	28	2.6 (5.3)	15.2 (9.0)	12.7	(.000)	10	0.8 (2.5)	7.1 (7.0)	6.3	(.016)
Does Not Receive Services	205	2.1 (4.0)	13.8 (8.4)	11.7	(.000)	73	0.3 (1.3)	6.3 (7.5)	6.0	(.000)
Receives Services	32	2.3 (4.5)	12.6 (9.4)	10.3	(.000)	8	0.0 (0.0)	2.0 (2.8)	2.0	(.081)
Evergreen	23	1.0 (1.4)	16.6 (7.2)	15.6	(.000)	3	0.0 (0.0)	7.3 (11.0)	7.3	(.368)
Fort Belknap	43	1.2 (2.5)	6.2 (7.0)	5.0	(.000)	19	0.4 (1.2)	5.0 (6.7)	4.6	(.005)
Great Falls Head Start	84	2.2 (4.4)	12.2 (8.1)	10.0	(.000)	45	0.4 (1.5)	4.9 (6.5)	4.5	(.000)
Great Falls Public	59	2.1 (4.1)	17.0 (7.1)	14.9	(.000)	2	0.0 (0.0)	14.5 (10.6)	14.5	(.304)
Hardin	28	4.5 (5.6)	19.6 (6.7)	15.1	(.000)	12	0.0 (0.0)	9.3 (8.9)	9.3	(.004)

Table B-8. Percentage of Children with Standard Scores of 90+ and Means and Standard Deviations on the TOPEL Print Knowledge Subtest, Overall and by Group, Fall 2011 and Spring 2012

		MTPEL Children Obtaining a Standard Score of 90+, Overall and by Group, Fall 2011 and Spring 2012 TOPEL Print Knowledge Subtest				
		Percentage		Mean (SD)		
Group	**N**	**Fall**	**Spring (*p**)**	**Fall**	**Spring**	**Change (*p***)**
All MTPEL Children	285	42%	70% (.000)	91.0 (12.5)	100.0 (14.9)	9.0 (.000)
Female	136	46%	73% (.000)	91.5 (14.1)	101.2 (14.6)	9.7 (.000)
Male	147	40%	67% (.000)	90.6 (10.8)	99.1 (15.2)	8.5 (.000)
Kindergarten Fall 2012	208	45%	75% (.000)	91.6 (13.7)	101.5 (14.6)	9.9 (.000)
Kindergarten Fall 2013	73	34%	56% (.007)	89.6 (7.9)	96.4 (15.2)	6.8 (.000)
American Indian	106	35%	50% (.004)	90.3 (11.7)	93.1 (15.7)	4.8 (.008)
White	150	48%	80% (.000)	91.2 (13.2)	103.8 (13.0)	12.6 (.000)
Other	29	38%	86% (.000)	92.4 (11.6)	105.7 (11.8)	18.3 (.000)
Does Not Receive Services	249	43%	71% (.000)	90.9 (12.2)	100.4 (14.6)	9.5 (.000)
Receives Services	36	39%	58% (.016)	91.1 (14.4)	97.7 (16.6)	6.6 (.001)
Evergreen	18	61%	83% (.125)	91.8 (9.3)	107.0 (12.4)	15.2 (.000)
Fort Belknap	59	25%	37% (.167)	86.7 (7.4)	86.4 (11.6)	-0.3 (.816)
Great Falls Head Start	117	44%	69% (.000)	91.7 (11.3)	99.7 (13.9)	8.0 (.000)
Great Falls Public	57	42%	84% (.000)	90.4 (17.0)	105.9 (12.1)	15.5 (.000)
Hardin	34	56%	94% (.000)	96.3 (13.8)	111.2 (11.2)	14.9 (.000)

* McNemar Test
**Paired T-test

Table B-9. Percentage of Children with Standard Scores of 90+ and Means and Standard Deviations on the TOPEL Definitional Vocabulary Subtest, Overall and by Group, Fall 2011 and Spring 2012

		MTPEL Children Obtaining a Standard Score of 90+ Overall and by Group, Fall 2011 and Spring 2012 TOPEL Definitional Vocabulary Subtest				
		Percentage		Mean (SD)		
Group	**N**	**Fall**	**Spring (*p**)**	**Fall**	**Spring**	**Change (*p***)**
All MTPEL Children	288	71%	87% (.000)	95.6 (16.4)	101.9 (12.5)	6.3 (.000)
Female	137	75%	88% (.000)	96.4 (17.2)	102.2 (12.4)	5.8 (.000)
Male	149	69%	86% (.000)	95.4 (15.3)	101.7 (12.6)	6.3 (.000)
Kindergarten Fall 2012	211	77%	89% (.000)	98.0 (15.9)	102.4 (12.2)	4.4 (.000)
Kindergarten Fall 2013	73	55%	82% (.000)	89.1 (16.2)	101.0 (13.3)	11.9 (.000)
American Indian	108	58%	78% (.000)	91.2 (16.0)	97.4 (14.6)	6.2 (.000)
White	151	76%	91% (.000)	97.6 (17.1)	104.4 (10.6)	6.8 (.000)
Other	29	93%	100%	101.5 (9.4)	105.9 (6.8)	4.4 (.000)
Does Not Receive Services	252	75%	89% (.000)	97.4 (15.5)	102.6 (12.0)	5.2 (.000)
Receives Services	36	44%	78% (.000)	83.1 (17.3)	97.3 (14.5)	14.2 (.000)
Evergreen	19	74%	84% (.500)	97.5 (22.6)	104.3 (14.8)	6.8 (.088)
Fort Belknap	61	59%	74% (.049)	91.6 (15.3)	95.1 (15.6)	3.5 (.082)
Great Falls Head Start	117	69%	89% (.000)	95.3 (15.3)	102.9 (11.2)	7.6 (.000)
Great Falls Public	57	75%	95% (.003)	97.0 (17.5)	103.9 (8.7)	6.9 (.004)
Hardin	34	88%	94% (.500)	100.4 (15.3)	106.2 (10.1)	5.8 (.002)

* McNemar Test
**Paired T-test

Table B-10. Percentage of Children with Standard Scores of 90+ and Means and Standard Deviations on the TOPEL Phonological Awareness Subtest Overall and by Group, Fall 2011 and Spring 2012

		MTPEL Children Obtaining a Standard Score of 90+, Overall and by Group, Fall 2011 and Spring 2012 TOPEL Phonological Awareness Subtest				
		Percentage		Mean (SD)		
Group	**N**	**Fall**	**Spring (*p**)**	**Fall**	**Spring**	**Change (*p*)**
All MTPEL Children	284	58%	73% (.000)	90.8 (16.1)	98.8 (16.0)	8.0 (.000)
Female	135	62%	75% (.014)	91.7 (16.7)	100.3 (15.5)	8.6 (.000)
Male	147	55%	71% (.001)	90.2 (15.4)	97.6 (16.5)	7.4 (.000)
Kindergarten Fall 2012	207	64%	74% (.005)	92.2 (16.4)	100.6 (15.3)	8.4 (.000)
Kindergarten Fall 2013	73	44%	70% (.001)	87.2 (14.7)	95.0 (16.7)	7.8 (.000)
American Indian	104	50%	64% (.020)	87.8 (13.7)	93.9 (16.1)	6.1 (.000)
White	151	62%	77% (.001)	92.2 (18.1)	101.8 (15.5)	9.6 (.000)
Other	29	69%	79% (.508)	93.9 (10.8)	100.6 (14.1)	6.7 (.028)
Does Not Receive Services	248	62%	75% (.000)	91.9 (16.0)	99.5 (16.2)	7.6 (.000)
Receives Services	36	33%	56% (.021)	83.1 (14.7)	94.1 (13.7)	11.0 (.000)
Evergreen	19	58%	79% (.125)	94.8 (16.5)	106.6 (17.9)	11.8 (.000)
Fort Belknap	57	53%	56% (.815)	88.8 (13.4)	91.7 (16.1)	2.9 (.186)
Great Falls Head Start	117	59%	74% (.008)	90.4 (15.9)	97.4 (14.7)	7.0 (.000)
Great Falls Public	57	61%	81% (.027)	91.5 (19.6)	104.1 (15.2)	12.6 (.000)
Hardin	34	59%	79% (.039)	91.9 (14.3)	102.3 (15.7)	10.4 (.000)

* McNemar Test

Table B-11. Percentage of Children with Standard Scores of 90+ and Means and Standard Deviations on the TOPEL Early Literacy Index Overall and by Group, Fall 2011 and Spring 2012

		MTPEL Children Obtaining a Standard Score of 90+, Overall and by Group, Fall 2011 and Spring 2012 TOPEL Early Literacy Index				
		Percentage		Mean (SD)		
Group	**N**	**Fall**	**Spring (*p**)**	**Fall**	**Spring**	**Change (*p***)**
All MTPEL Children	283	53%	76% (.000)	90.2 (14.8)	100.1 (15.1)	9.9 (.000)
Female	135	59%	79% (.000)	91.3 (15.7)	101.4 (14.7)	10.1 (.000)
Male	146	48%	74% (.000)	89.6 (13.6)	99.1 (15.5)	9.5 (.000)
Kindergarten Fall 2012	206	58%	79% (.000)	92.2 (15.1)	101.8 (14.3)	9.6 (.000)
Kindergarten Fall 2013	73	40%	70% (.000)	85.2 (12.8)	96.4 (16.2)	11.2 (.000)
American Indian	104	43%	60% (.002)	87.0 (13.3)	93.7 (15.7)	6.7 (.000)
White	150	56%	85% (.000)	91.7 (16.3)	103.7 (13.9)	12.0 (.000)
Other	29	69%	90% (.070)	94.3 (8.6)	104.6 (10.9)	10.3 (.000)
Does Not Receive Services	247	56%	79% (.000)	91.5 (14.2)	100.9 (14.9)	9.4 (.000)
Receives Services	36	31%	58% (.002)	81.4 (16.3)	95.0 (16.0)	13.6 (.000)
Evergreen	18	61%	83% (.125)	92.6 (18.7)	106.9 (16.9)	14.3 (.000)
Fort Belknap	57	39%	51% (.118)	86.3 (11.0)	89.4 (13.6)	3.1 (.050)
Great Falls Head Start	117	51%	77% (.000)	90.0 (14.1)	99.6 (14.1)	9.6 (.000)
Great Falls Public	57	53%	88% (.000)	91.1 (17.6)	105.3 (12.8)	14.2 (.000)
Hardin	34	77%	91% (.063)	94.8 (14.5)	107.8 (13.5)	13.0 (.000)

* McNemar Test
**Paired T-test

Table B-12. Percentage of Children Performing Below, At or Above Where the Average Child Performs in Listening Comprehension Skills

Age of Children	Total Number of Children	Below Where the Average Child Performs	Where the Average Child Performs	Above Where the Average Child Performs
All MTPEL Children	267	25%	47%	28%
Children Age-Eligible for Kindergarten in Fall 2012	199	22%	45%	33%
Evergreen	27	48%	37%	15%
Fort Belknap*	--	--	--	--
Great Falls Head Start	81	21%	56%	24%
Great Falls Public	75	16%	43%	41%
Hardin	16	13%	19%	69%
Children Age-Eligible for Kindergarten in Fall 2013	68	32%	53%	15%
Evergreen	6	100%	0%	0%
Fort Belknap*	--	--	--	--
Great Falls Head Start	45	27%	60%	13%
Great Falls Public	3	0%	67%	33%
Hardin	14	29%	50%	21%

* These data were collected on the Staff Satisfaction Survey. Teachers from Fort Belknap did not complete/sub

APPENDIX C

Staff Satisfaction Survey

Staff Satisfaction Survey Summary

Montana Partnership for Early Literacy
Center Staff Member Survey, Spring 2012

This survey is an important part of the evaluation of the Montana Partnership for Early Literacy (MTPEL). Your opinion is an important aspect in helping to determine what parts of the project are working well and what areas might need to change. Your responses help program planners identify areas where support can be phased out or added in. Please know that your responses are confidential. They are only seen by staff members at Education Northwest who are working on the evaluation. If you have any questions, feel free to contact Angela Roccograndi at Angela.Roccograndi@educationnorthwest.org or 800-547-6339, extension 632.

When completing the survey, think only about your experiences with MTPEL during **the 2011–2012 preschool year.**

Please return your completed survey to your center coach in the enclosed envelope by **Friday, May 11, 2012.**

BACKGROUND

1. I am a:
   - ❑ Teacher — **Complete pages 1-9**
   - ❑ Teacher Assistant — **Complete pages 1-6 and page 9, question #68.**
   - ❑ Center Coach — **Complete pages 1-6 and page 9, question #68.**
   - ❑ Center Director — **Complete pages 1-6 and page 9, question #68.**

2. I work at: ❑ Evergreen ❑ Fort Belknap ❑ Great Falls Head Start ❑ Great Falls Public ❑ Hardin

3. I began participating in MTPEL…
   - ❑ at the beginning of the grant (November/December 2009 or January 2010)
   - ❑ between February and June 2010
   - ❑ last year (2010-2011 preschool year)
   - ❑ this year (2011–2012 preschool year)

(OVER)

COMMUNICATIONS

Rate the quantity and quality of communications (face-to-face and indirect) with the following MTPEL staff members.

A. Place an "X" in the "NA" column if you have little or no reason to have communication with the MTPEL staff member.
   - If you answered "NA," do not complete Sections B or C.

   Otherwise place an "X" in the "Too Little," "Just Right," or "Too Much" column.

B. Circle the number which best describes the tone of communications with the individual. A "1" indicates the most negative tone and a "5" indicates the most positive tone.

C. Place an "X" in the column which describes the extent to which you found communications with the individual helpful.

Role and Name	A Quantity				B Tone					C Helpfulness of Communications				
					Negative to Positive									
	NA	Too Little	Just Right	Too Much	1	2	3	4	5	Not at All	A Little	Average	Very	Extremely
4. Project Director (Debbie)					1	2	3	4	5					
5. State ERF Specialist (Rhonda)					1	2	3	4	5					
6. State ERF Specialist (Tara)					1	2	3	4	5					
7. Assessment, Kindergarten Transition, Family Coordinator (Terri)					1	2	3	4	5					
8. Center Director														
9. Center Coach					1	2	3	4	5					
10. Consultant (Frances, Barb, Marci, and/or Denielle)					1	2	3	4	5					

11. If you have any comments related to communications with MTPEL staff members, please write them here.

PROFESSIONAL DEVELOPMENT FORMATS

Please complete the chart below about your participation in, and feedback on, MTPEL professional development **formats** (setting, structure, NOT content) this year.

A. Place an "X" in the "Yes" column if you participated in the listed MTPEL professional development format.
   Place an "X" in the "No" column if you did not participate.
   Place an "X" in the "NA" column if the format was not offered to you.
   - If you answered "No" or "NA" to a format, do not complete Section B.

B. Place an "X" in the column which describes the extent to which you found the MTPEL professional development format helpful.

Professional Development Format	A Participated in Format			B Helpfulness of Professional Development Format				
	NA	Yes	No	Not at All	A Little	Average	Very	Extremely
12. MTPEL Summer Institute (August 2011)								
13. MTPEL Winter Institute (February 2012)								
14. Coach/Director meetings (Webinar)								
15. Coach/Director meetings (Great Falls)								
16. Feedback from center director (following a walk-through)								
17. In-classroom coaching with site coach								
18. Pre-/post-conference coaching with site coach								
19. On-site support with Rhonda or Tara								
20. On-site support with Frances, Barb, Marci, and/or Denielle								
21. Video reflection/portfolio development								

(OVER)

22. a. Have you participated in undergraduate/graduate level coursework (paid by MTPEL)?

- ❑ Yes
- ❑ No, I have chosen not to participate

22b. Why have you chosen not to participate?

23. If you have any comments related to MTPEL professional development formats, please write them here.

PROFESSIONAL DEVELOPMENT CONTENT

Please complete the chart below about your participation in, and feedback on, MTPEL professional development **content** this year.

A. Place an "X" in the "Did Not Receive" column if you did not receive professional development in the content area. Leave Section B blank.

B. Place an "X" in the column which describes the extent to which you found the MTPEL professional development content helpful.

Professional Development Content	A Did Not Receive	B Helpfulness of Professional Development				
		Not at All	A Little	Average	Very	Extremely
24. Implementing *Opening the World of Learning*						
25. Implementing *Language for Learning*						
26. Planning OWL Cultural Breaks						
27. Early childhood development/behavior						
28. Collaborative Teaming						
29. Data Teams						
30. Response to Intervention/Problem Solving Model						
31. Using CLASS/ELLCO data to improve my instruction						
32. Using CLASS/ELLCO data to improve my classroom environment						
33. Administration/interpretation/use of progress monitoring assessments (e.g., PALS and IGDI)						
34. Using data to identify children for Tier 2/3 instruction						
35. Using data to plan Tier 2/3 instruction						
36. Using data to differentiate instruction for students with different needs						

(OVER)

Professional Development Content	A Did Not Receive	B Helpfulness of Professional Development				
		Not at All	A Little	Average	Very	Extremely
37. Family Literacy						
38. Language/vocabulary development						
39. Emergent writing						
40. Phonological awareness						
41. Print awareness						
42. LETRS for Early Childhood Educators						
43. Portfolio development (e.g. video and reflection)						
44. Kindergarten transition						
Center Directors and/or Coaches Only: 45. Working with new staff						
46. Leadership						
47. Coaching						
48. Sustainability surveys						
49. Sustainability plans						

50. If you have any comments related to MTPEL professional development content, please write them here.

COLLABORATION WITH SPECIALISTS **Teachers Only**

Please complete the chart about collaboration in the classroom with school specialists since fall 2010.

A. Place an "X" in the "NA" column if you did not collaborate with the school specialist because no children in your classroom needed services from the school specialist; do not complete sections B and C.

   Place an "X" in the "Yes" column if you collaborated with the school specialist; complete Sections B and C.

   Place an "X" in the "No" column if you did not collaborate with the school specialist, but you had a child in your classroom who received services from the school specialist; complete section B only.

B. Place an "X" in the column which describes the quantity of classroom support you received from the school specialist.

C. Place an "X" in the column which describes the extent to which you found collaborating with the school specialist helpful.

	A Received Support			B Quantity of Support			C Helpfulness of Support				
Staff Member	NA	Yes	No	Too Little	Just Right	Too Much	Not at All	A Little	Average	Very	Extremely
51. SPED											
52. AWARE											
53. Physical Therapist											
54. Occupational Therapist											
55. Speech Therapist											
56. Other (specify):											

57. If you have any comments related to collaborating with specialists in your classroom, please write them here.

(OVER)

Teachers Only

STUDENT OUTCOMES

Think about all the children in your classroom. In comparison to the "average" child, how do the children in your classroom perform in regard to listening comprehension?

Age of Children	Total Number of Children in Your Classroom	Number of Children Performing…		
		Below Where the Average Child Performs	Where the Average Child Performs	**Above** Where the Average Child Performs
58. Returning Students (3/4 Year olds)				
59. Kindergarten-bound Students				
Total	A	B		
60. Are the numbers in cell A and B the same? ❑ Yes (If not, please correct)				

61. Think about the children in your classroom who have an IEP *and* have shown little or no progress in their MTPEL child-assessment scores. What progress have they made on their IEP? Please provide a description for each child in your classroom separately (you do not have to provide the name of the child). Attach an additional page if necessary.

Consider your ability to engage in the three areas below 1) before you participated in MTPEL (gray column) and 2) after you participated in MTPEL (last column); use a scale of 1-5, with "1" being low ability. Use the area below each question to provide examples of what has changed. If you don't think there have been any changes, explain why not.

My ability to…	Before MTPEL (circle one)					After MTPEL (circle one)				
62. Prepare the classroom environment to engage children in language and literacy activities…	1	2	3	4	5	1	2	3	4	5

63. What has changed the most in regard to the preparation of your classroom environment?

64. Instruct children to best prepare them for kindergarten…	1	2	3	4	5	1	2	3	4	5

65. What has changed the most in regard to your instruction?

66. Use data to prepare, differentiate, and modify instruction for children in my classroom…	1	2	3	4	5	1	2	3	4	5

67. What has changed the most in regard to your data use?

68. If you have any additional comments or suggestions about your participation in MTPEL, please provide them here. Feel free to use the reverse side if you need more space.

T**HANK YOU! ENJOY YOUR SUMMER BREAK.**

Montana Partnership for Early Literacy
Center Staff Member Survey Results, Spring 2012

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap*	Great Falls Head Start	Great Falls Public	Hardin
	ROLE									
	Teacher	39% (17)				29% (2)	0% (0)	47% (7)	46% (5)	33% (3)
	Teacher Assistant	39% (17)				43% (3)	0% (0)	40% (6)	36% (4)	44% (4)
	Center Coach	11% (5)				14% (1)	50% (1)	7% (1)	9% (1)	11% (1)
	Center Director	11% (5)				14% (1)	50% (1)	7% (1)	9% (1)	11% (1)
	CENTER									
	All Staff Members	100% (44)				100% (7)	100% (2)	101% (15)	100% (11)	99% (9)
	PARTICIPATION									
	At the beginning of the grant (November/December 2009 or January 2010	47%	59% (10)	19% (3)	80% (4)	14% (1)	100% (2)	53% (8)	36% (4)	63% (5)
	Between February and June 2010	14%	18% (3)	19% (3)	0% (0)	0% (0)	0% (0)	7% (1)	27% (3)	25% (2)
	Last Year (2010–2011 preschool year)	19%	12% (2)	19% (3)	20% (1)	43% (3)	0% (0)	20% (3)	18% (2)	0% (0)
	This year (2011–2012 preschool year)	21%	12% (2)	44% (7)	0% (0)	43% (3)	0% (0)	20% (3)	18% (2)	12% (1)

*Teacher and TA surveys were not received from Fort Belknap.

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
COMMUNICATION										
Project Director (Debbie)										
Quantity	Too Little	33% (5)	60% (3)		33% (1)	50% (1)	0% (0)	75% (3)	17% (1)	0% (0)
	Just right	67% (10)	40% (2)		67% (2)	50% (1)	100% (1)	25% (1)	83% (5)	100% (2)
	Too much	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Tone	1 (Negative)	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	2	17% (2)	25% (1)		33% (1)	0% (0)	0% (0)	50% (1)	17% (1)	0% (0)
	3	17% (2)	50% (2)		0% (0)	50% (1)	0% (0)	0% (0)	17% (1)	0% (0)
	4	25% (3)	0% (0)		0% (0)	50% (1)	0% (0)	50% (1)	17% (1)	0% (0)
	5 (Positive)	42% (5)	25% (1)		67% (2)	0% (0)	0% (0)	0% (0)	50% (3)	100% (2)
Helpfulness	Not at All	21% (3)	50% (2)		0% (0)	50% (1)	0% (0)	50% (2)	0% (0)	0% (0)
	A Little	7% (1)	0% (0)		33% (1)	0% (0)	0% (0)	25% (1)	0% (0)	0% (0)
	Average	7% (1)	25% (1)		0% (0)	0% (0)	0% (0)	0% (0)	20% (1)	0% (0)
	Very	50% (7)	25% (1)		67% (2)	50% (1)	100% (1)	25% (1)	60% (3)	50% (1)
	Extremely	14% (2)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	20% (1)	50% (1)
State ERF Specialist (Rhonda)										
Quantity	Too Little	16% (3)	25% (2)	33% (1)	0% (0)	40% (2)	0% (0)			
	Just right	74% (14)	50% (4)	67% (2)	100% (4)	60% (3)	100% (1)			
	Too much	11% (2)	25% (2)	0% (0)	0% (0)	0% (0)	0% (0)			
Tone	1 (Negative)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)			
	2	17% (3)	38% (3)	0% (0)	0% (0)	0% (0)	0% (0)			
	3	6% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)			
	4	33% (6)	38% (3)	33% (1)	25% (1)	20% (1)	0% (0)			
	5 (Positive)	44% (8)	25% (2)	67% (2)	75% (3)	80% (2)	0% (0)			
Helpfulness	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)			
	A Little	24% (4)	50% (3)	0% (0)	25% (1)	20% (1)	0% (0)			
	Average	24% (4)	33% (2)	33% (1)	0% (0)	40% (2)	0% (0)			
	Very	29% (5)	17% (1)	33% (1)	50% (2)	20% (1)	0% (0)			
	Extremely	24% (4)	0% (0)	33% (1)	25% (1)	20% (1)	100% (1)			

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
State ERF Specialist (Tara)										
Quantity	Too Little	9% (3)	6% (1)	22% (2)	0% (0)			13% (2)	13% (1)	0% (0)
	Just right	88% (30)	88% (14)	78% (7)	100% (4)			80% (12)	88% (7)	100% (6)
	Too much	3% (1)	6% (1)	0% (0)	0% (0)			7% (1)	0% (0)	0% (0)
Tone	1 (Negative)	0% (0)	0% (0)	0% (0)	0% (0)			0% (0)	0% (0)	0% (0)
	2	3% (1)	6% (1)	0% (0)	0% (0)			0% (0)	0% (0)	17% (1)
	3	27% (9)	31% (5)	44% (4)	0% (0)			47% (7)	0% (0)	17% (1)
	4	24% (8)	25% (4)	11% (1)	25% (1)			20% (3)	25% (2)	33% (2)
	5 (Positive)	46% (15)	38% (6)	44% (4)	75% (3)			33% (5)	75% (6)	33% (2)
Helpfulness	Not at All	0% (0)	0% (0)	0% (0)	0% (0)			0% (0)	0% (0)	0% (0)
	A Little	18% (6)	31% (5)	11% (1)	0% (0)			33% (5)	0% (0)	0% (0)
	Average	21% (7)	31% (5)	22% (2)	0% (0)			27% (4)	13% (1)	17% (1)
	Very	41% (14)	31% (5)	44% (4)	75% (3)			27% (4)	63% (5)	67% (4)
	Extremely	21% (7)	6% (1)	22% (2)	25% (1)			13% (2)	25% (2)	17% (1)
Data/Kindergarten Transition Coordinator (Terri)										
Quantity	Too Little	19% (4)	30% (3)		25% (1)					
	Just right	81% (17)	70% (7)		75% (3)					
	Too much	0% (0)	0% (0)		0% (0)					
Tone	1 (Negative)	0% (0)	0% (0)		0% (0)					
	2	5% (1)	10% (1)		0% (0)					
	3	5% (1)	10% (1)		0% (0)					
	4	30% (6)	40% (4)		0% (0)					
	5 (Positive)	60% (12)	40% (4)		100% (4)					
Helpfulness	Not at All	0% (0)	0% (0)		0% (0)					
	A Little	5% (1)	13% (1)		0% (0)					
	Average	11% (2)	25% (2)		0% (0)					
	Very	58% (11)	50% (4)		75% (3)					
	Extremely	26% (5)	13% (1)		25% (1)					

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Center Director										
Quantity	Too Little	19% (6)	19% (3)	25% (3)	0% (0)	20% (1)	0% (0)	42% (5)	0% (0)	0% (0)
	Just right	81% (26)	81% (13)	75% (9)	100% (3)	80% (4)	100% (1)	58% (7)	100% (6)	100% (8)
	Too much	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Tone	1 (Negative)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	3	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	4	33% (2)	0% (0)	33% (1)	50% (1)	0% (0)	0% (0)	100% (1)	0% (0)	50% (1)
	5 (Positive)	67% (4)	100% (1)	67% (2)	50% (1)	100% (2)	0% (0)	0% (0)	100% (1)	50% (1)
Helpfulness	Not at All	4% (1)	8% (1)	0% (0)	0% (0)	0% (0)	0% (0)	10% (1)	0% (0)	0% (0)
	A Little	9% (2)	8% (1)	13% (1)	0% (0)	0% (0)	0% (0)	20% (2)	0% (0)	0% (0)
	Average	35% (8)	50% (6)	25% (2)	0% (0)	0% (0)	0% (0)	30% (3)	25% (1)	67% (4)
	Very	35% (8)	17% (2)	50% (4)	50% (1)	50% (1)	100% (1)	30% (3)	25% (1)	33% (2)
	Extremely	17% (4)	17% (2)	13% (1)	50% (1)	50% (1)	0% (0)	10% (1)	50% (2)	0% (0)
Center Coach										
Quantity	Too Little	11% (4)	12% (2)	13% (2)		20% (1)	0% (0)	23% (3)	0% (0)	0% (0)
	Just right	89% (33)	88% (15)	87% (13)		80% (4)	100% (1)	77% (10)	100% (10)	100% (8)
	Too much	0% (0)	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Tone	1 (Negative)	0% (0)	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	2	0% (0)	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	3	6% (2)	6% (1)	7% (1)		0% (0)	0% (0)	0% (0)	0% (0)	25% (2)
	4	46% (16)	38% (6)	60% (9)		75% (3)	0% (0)	46% (6)	20% (2)	63% (5)
	5 (Positive)	49% (17)	56% (9)	33% (5)		25% (1)	0% (0)	54% (7)	80% (8)	13% (1)
Helpfulness	Not at All	3% (1)	6% (1)	0% (0)		20% (1)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	0% (0)	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Average	36% (13)	31% (5)	47% (7)		40% (2)	100% (1)	31% (4)	30% (3)	43% (3)
	Very	39% (14)	50% (8)	33% (5)		20% (1)	0% (0)	62% (8)	20% (2)	43% (3)
	Extremely	22% (8)	13% (2)	20% (3)		20% (1)	0% (0)	8% (1)	50% (5)	14% (1)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Consultants										
Quantity	Too Little	9% (3)	7% (1)	9% (1)	33% (1)	50% (1)	0% (0)	7% (1)	10% (1)	0% (0)
	Just right	91% (31)	93% (13)	91% (10)	67% (2)	50% (1)	100% (1)	93% (13)	90% (9)	100% (7)
	Too much	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Tone	1 (Negative)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	2	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	3	3% (1)	7% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	10% (1)	0% (0)
	4	33% (11)	29% (4)	36% (4)	0% (0)	50% (1)	0% (0)	36% (5)	30% (3)	29% (2)
	5 (Positive)	64% (21)	64% (9)	64% (7)	100% (3)	50% (1)	0% (0)	64% (9)	60% (6)	71% (5)
Helpfulness	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	3% (1)	8% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Average	6% (2)	8% (1)	9% (1)	0% (0)	0% (0)	0% (0)	7% (1)	22% (2)	0% (0)
	Very	49% (16)	54% (7)	55% (6)	33% (1)	50% (1)	0% (0)	57% (8)	33% (3)	57% (4)
	Extremely	42% (14)	31% (4)	36% (4)	67% (2)	50% (1)	100% (1)	36% (5)	44% (4)	43% (3)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
PROFESSIONAL DEVELOPMENT TYPE										
MTPEL Summer Institute										
Participated	NA	7% (3)	6% (1)	13% (2)	0% (0)	0% (0)	0% (0)	7% (1)	8% (1)	11% (1)
	No	9% (4)	6% (1)	13% (2)	0% (0)	0% (0)	0% (0)	7% (1)	17% (2)	11% (1)
	Yes	84% (37)	88% (15)	75% (12)	100% (5)	100% (7)	100% (2)	86% (12)	75% (9)	78% (7)
Helpfulness	Not at All	5% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	24% (9)	7% (1)	8% (1)	0% (0)	0% (0)	0% (0)	0% (0)	11% (1)	14% (1)
	Average	41% (15)	33% (5)	17% (2)	20% (1)	43% (3)	0% (0)	17% (2)	22% (2)	29% (2)
	Very	30% (11)	33% (5)	42% (5)	40% (2)	57% (4)	50% (1)	33% (4)	33% (3)	43% (3)
	Extremely	0% (0)	27% (4)	33% (4)	40% (2)	0% (0)	50% (1)	50% (6)	33% (3)	14% (1)
MTPEL Winter Institute										
Participated	NA	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	No	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Yes	100% (27)	100% (17)		100% (5)	100% (4)	100% (2)	100% (9)	100% (7)	100% (5)
Helpfulness	Not at All	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	11% (3)	18% (3)		0% (0)	25% (1)	0% (0)	11% (1)	0% (0)	20% (1)
	Average	33% (9)	35% (6)		20% (1)	50% (2)	0% (0)	22% (2)	43% (3)	40% (2)
	Very	33% (9)	24% (4)		40% (2)	25% (1)	50% (1)	22% (2)	57% (4)	20% (1)
	Extremely	22% (6)	24% (4)		40% (2)	0% (0)	50% (1)	44% (4)	0% (0)	20% (1)
Coach//Director Meetings (Webinar)										
Participated	NA	0% (0)				0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	No	0% (0)				0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Yes	100% (10)				100% (2)	100% (2)	100% (2)	100% (2)	100% (2)
Helpfulness	Not at All	0% (0)				0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	0% (0)				0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Average	50% (5)				100% (2)	0% (0)	0% (0)	0% (0)	0% (0)
	Very	30% (3)				0% (0)	50% (1)	50% (1)	50% (1)	50% (1)
	Extremely	20% (2)				0% (0)	50% (1)	50% (1)	50% (1)	50% (1)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Coach//Director Meetings (Great Falls)										
Participated	NA	0% (0)				0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	No	0% (0)				0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Yes	100% (10)				100% (2)	100% (2)	100% (2)	100% (2)	100% (2)
Helpfulness	Not at All	0% (0)				0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	0% (0)				0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Average	10% (1)				50% (1)	0% (0)	0% (0)	0% (0)	0% (0)
	Very	70% (7)				50% (1)	50% (1)	50% (1)	100% (2)	100% (2)
	Extremely	20% (2)				0% (0)	50% (1)	50% (1)	0% (0)	0% (0)
Feedback from Center Director (following a walk-through)										
Participated	NA	41% (14)	24% (4)	62% (8)	20% (1)	50% (2)	0% (0)	58% (7)	22% (2)	38% (3)
	No	6% (2)	6% (1)	0% (0)	20% (1)	0% (0)	0% (0)	8% (1)	0% (0)	13% (1)
	Yes	53% (18)	69% (11)	39% (5)	40% (2)	50% (2)	100% (1)	33% (4)	79% (7)	50% (4)
Helpfulness	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	19% (3)	20% (2)	25% (1)	0% (0)	0% (0)	0% (0)	33% (1)	0% (0)	50% (2)
	Average	19% (3)	20% (2)	25% (1)	0% (0)	0% (0)	0% (0)	0% (0)	17% (1)	50% (2)
	Very	56% (9)	60% (6)	50% (2)	50% (1)	100% (2)	0% (0)	67% (2)	83% (5)	0% (0)
	Extremely	6% (1)	0% (0)	0% (0)	50% (1)	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)
In-classroom coaching with site coach										
Participated	NA	19% (6)	0% (0)	43% (6)		0% (0)	0% (0)	8% (1)	38% (8)	29% (2)
	No	7% (2)	6% (1)	7% (1)		25% (1)	0% (0)	8% (1)	0% (0)	0% (0)
	Yes	74% (23)	94% (6)	50% (7)		75% (3)	0% (0)	83% (10)	63% (5)	71% (5)
Helpfulness	Not at All	0% (0)	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	13% (3)	19% (3)	0% (0)		0% (0)	0% (0)	20% (2)	0% (0)	20% (1)
	Average	30% (7)	31% (5)	29% (2)		33% (1)	0% (0)	30% (3)	20% (1)	44% (2)
	Very	44% (10)	38% (6)	57% (4)		67% (2)	0% (0)	30% (3)	60% (3)	40% (2)
	Extremely	13% (3)	13% (2)	14% (1)		0% (0)	0% (0)	20% (2)	20% (1)	0% (0)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Pre-/post-conference coaching with site coach										
Participated	NA	31% (10)	13% (2)	50% (8)		0% (0)	0% (0)	36% (4)	44% (4)	29% (2)
	No	9% (3)	13% (2)	6% (1)		20% (1)	0% (0)	18% (2)	0% (0)	0% (0)
	Yes	59% (19)	75% (12)	44% (7)		80% (4)	0% (0)	46% (5)	56% (5)	71% (5)
Helpfulness	Not at All	0% (0)	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	11% (2)	8% (1)	17% (1)		25% (1)	0% (0)	0% (0)	0% (0)	20% (1)
	Average	44% (8)	50% (6)	33% (2)		50% (2)	0% (0)	75% (3)	20% (1)	40% (2)
	Very	29% (5)	25% (3)	33% (2)		25% (1)	0% (0)	0% (0)	40% (2)	40% (2)
	Extremely	17% (3)	17% (2)	17% (1)		0% (0)	0% (0)	25% (1)	40% (2)	0% (0)
Coaching with Rhonda/Tara										
Participated	NA	29% (12)	12% (2)	67% (10)	0% (0)	43% (3)	0% (0)	14% (2)	30% (3)	44% (4)
	No	10% (4)	17% (3)	0% (0)	20% (1)	14% (1)	0% (0)	0% (0)	0% (0)	56% (3)
	Yes	62% (26)	71% (12)	33% (5)	80% (4)	43% (3)	0% (0)	86% (12)	70% (7)	22% (2)
Helpfulness	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	8% (2)	17% (2)	0% (0)	0% (0)	0% (0)	0% (0)	8% (1)	14% (1)	0% (0)
	Average	27% (7)	42% (5)	20% (1)	0% (0)	67% (2)	0% (0)	25% (3)	14% (1)	50% (1)
	Very	46% (12)	33% (4)	60% (3)	50% (2)	0% (0)	0% (0)	50% (6)	57% (4)	50% (1)
	Extremely	19% (5)	8% (1)	20% (1)	50% (2)	33% (1)	0% (0)	17% (2)	14% (1)	0% (0)
Coaching with Consultants										
Participated	NA	19% (8)	12% (2)	40% (6)	0% (0)	57% (4)	0% (0)	0% (0)	27% (3)	11% (1)
	No	7% (3)	12% (2)	7% (1)	0% (0)	14% (1)	0% (0)	0% (0)	0% (0)	22% (2)
	Yes	74% (32)	77% (13)	53% (8)	100% (5)	29% (2)	0% (0)	100% (14)	73% (8)	67% (6)
Helpfulness	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	3% (1)	8% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	13% (1)	0% (0)
	Average	19% (6)	31% (4)	13% (1)	0% (0)	50% (1)	0% (0)	29% (4)	13% (1)	0% (0)
	Very	47% (15)	46% (6)	63% (5)	40% (2)	0% (0)	0% (0)	43% (6)	50% (4)	50% (3)
	Extremely	31% (10)	15% (2)	25% (2)	60% (3)	50% (1)	0% (0)	29% (4)	25% (2)	50% (3)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Teacher reflection/portfolio development										
Participated	NA		6% (1)			0% (0)	0% (0)	17% (1)	0% (0)	0% (0)
	No		6% (1)			0% (0)	0% (0)	0% (0)	0% (0)	33% (1)
	Yes		88% (14)			100% (2)	0% (0)	83% (5)	100% (5)	67% (2)
Helpfulness	Not at All		7% (1)			0% (0)	0% (0)	20% (1)	0% (0)	0% (0)
	A Little		7% (1)			0% (0)	0% (0)	0% (0)	0% (0)	100% (1)
	Average		39% (5)			50% (1)	0% (0)	60% (3)	20% (1)	0% (0)
	Very		23% (3)			50% (1)	0% (0)	20% (1)	40% (2)	0% (0)
	Extremely		23% (3)			0% (0)	0% (0)	0% (0)	40% (2)	0% (0)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Participated in undergraduate/graduate level coursework (paid by MTPEL)										
Participated	Yes	8% (3)	13% (2)	8% (1)	0% (0)	17% (1)	0% (0)	8% (1)	11% (1)	0% (0)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
PROFESSIONAL DEVELOPMENT TOPICS										
Implementing *Opening the World of Learning* (OWL)										
Received training in area	Did Not Receive	14% (6)	6% (1)	29% (4)	0% (0)	17% (1)	0% (0)	7% (1)	25% (3)	11% (1)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	3% (1)	0% (0)	16% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	13% (1)
	Average	36% (13)	44% (7)	40% (4)	20% (1)	40% (2)	0% (0)	42% (5)	22% (2)	50% (4)
	Very	47% (17)	44% (7)	30% (3)	60% (3)	60% (3)	100% (2)	33% (4)	67% (6)	25% (2)
	Extremely	14% (5)	12% (2)	20% (2)	20% (1)	0% (0)	0% (0)	25% (3)	11% (1)	13% (1)
Implementing *Language for Learning*										
Received training in area	Did Not Receive	12% (5)	6% (1)	20% (3)	0% (0)	17% (1)	0% (0)	7% (1)	17% (2)	11% (1)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	5% (2)	0% (0)	17% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	25% (2)
	Average	37% (14)	50% (8)	25% (3)	20% (1)	60% (3)	0% (0)	46% (6)	30% (3)	25% (2)
	Very	40% (15)	38% (6)	33% (4)	60% (3)	40% (2)	50% (1)	31% (4)	50% (5)	38% (3)
	Extremely	18% (7)	13% (2)	25% (3)	20% (1)	0% (0)	50% (1)	23% (3)	20% (2)	13% (1)
Planning OWL Cultural Breaks										
Received training in area	Did Not Receive	19% (8)	18% (3)	33% (5)	0% (0)	50% (3)	0% (0)	7% (1)	36% (4)	0% (0)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	24% (8)	29% (4)	30% (3)	20% (1)	0% (0)	0% (0)	25% (3)	43% (3)	22% (2)
	Average	41% (14)	36% (5)	50% (5)	0% (0)	67% (2)	0% (0)	39% (5)	14% (1)	67% (6)
	Very	32% (11)	36% (5)	20% (2)	80% (4)	33% (1)	50% (1)	39% (5)	43% (3)	11% (1)
	Extremely	3% (1)	0% (0)	0% (0)	0% (0)	0% (0)	50% (1)	0% (0)	0% (0)	0% (0)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Early Childhood development/behavior										
Received training in area	Did Not Receive	24% (10)	18% (3)	33% (5)	40% (2)	33% (2)	0% (0)	14% (2)	36% (4)	22% (2)
Helpfulness (if yes, only)	Not at All	3% (1)	7% (1)	0% (0)	0% (0)	0% (0)	0% (0)	8% (1)	0% (0)	0% (0)
	A Little	16% (5)	14% (2)	20% (2)	0% (0)	50% (2)	0% (0)	0% (0)	29% (2)	14% (1)
	Average	25% (8)	43% (6)	20% (2)	0% (0)	25% (1)	0% (0)	33% (4)	0% (0)	43% (3)
	Very	41% (13)	21% (3)	50% (5)	67% (2)	25% (1)	100% (2)	42% (5)	29% (2)	43% (3)
	Extremely	16% (5)	14% (2)	10% (1)	33% (1)	0% (0)	0% (0)	17% (2)	43% (3)	0% (0)
Collaborative Teaming										
Received training in area	Did Not Receive	31% (13)	35% (5)	47% (7)	0% (0)	50% (3)	0% (0)	29% (4)	36% (4)	22% (2)
Helpfulness (if yes, only)	Not at All	3% (1)	9% (1)	0% (0)	0% (0)	0% (0)	0% (0)	10% (1)	0% (0)	0% (0)
	A Little	17% (5)	18% (2)	38% (3)	0% (0)	0% (0)	0% (0)	10% (1)	29% (2)	29% (2)
	Average	41% (12)	36% (4)	38% (3)	60% (3)	67% (2)	50% (1)	30% (3)	29% (2)	57% (4)
	Very	31% (9)	27% (3)	25% (2)	40% (2)	33% (1)	50% (1)	40% (4)	29% (2)	14% (1)
	Extremely	7% (2)	9% (1)	0% (0)	0% (0)	0% (0)	0% (0)	10% (1)	14% (1)	0% (0)
Data Teams										
Received training in area	Did Not Receive	38% (15)	47% (8)	54% (7)	0% (0)	50% (3)	0% (0)	31% (4)	55% (6)	25% (2)
Helpfulness (if yes, only)	Not at All	8% (2)	22% (2)	0% (0)	0% (0)	0% (0)	0% (0)	22% (2)	0% (0)	0% (0)
	A Little	8% (2)	11% (1)	17% (1)	0% (0)	0% (0)	0% (0)	0% (0)	20% (1)	17% (1)
	Average	44% (11)	44% (4)	67% (4)	40% (2)	67% (2)	50% (1)	44% (4)	40% (2)	33% (2)
	Very	32% (8)	22% (2)	17% (1)	60% (3)	60% (3)	50% (1)	22% (2)	40% (2)	50% (3)
	Extremely	8% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	11% (1)	0% (0)	0% (0)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Response to Intervention/Problem solving Model										
Received training in area	Did Not Receive	26% (11)	18% (3)	53% (8)	0% (0)	50% (3)	0% (0)	29% (4)	36% (4)	0% (0)
Helpfulness (if yes, only)	Not at All	3% (1)	7% (1)	0% (0)	0% (0)	0% (0)	0% (0)	10% (1)	0% (0)	0% (0)
	A Little	13% (4)	14% (2)	29% (2)	0% (0)	0% (0)	0% (0)	10% (1)	14% (1)	22% (2)
	Average	42% (13)	50% (7)	43% (3)	40% (2)	67% (2)	50% (1)	50% (5)	29% (2)	33% (3)
	Very	32% (10)	21% (3)	29% (2)	60% (3)	33% (1)	0% (0)	30% (3)	57% (4)	22% (2)
	Extremely	10% (3)	7% (1)	0% (0)	0% (0)	0% (0)	50% (1)	0% (0)	0% (0)	22% (2)
Using CLASS/ELLCO data to improve my instruction										
Received training in area	Did Not Receive	20% (8)	0% (0)	53% (8)	0% (0)	17% (1)	0% (0)	14% (2)	36% (4)	11% (1)
Helpfulness (if yes, only)	Not at All	3% (1)	6% (1)	0% (0)	0% (0)	0% (0)	0% (0)	8% (1)	0% (0)	0% (0)
	A Little	15% (5)	12% (2)	29% (2)	0% (0)	20% (1)	0% (0)	0% (0)	14% (1)	38% (3)
	Average	30% (10)	29% (5)	57% (4)	25% (1)	40% (2)	0% (0)	33% (4)	29% (2)	25% (2)
	Very	42% (14)	41% (7)	14% (1)	75% (3)	20% (2)	100% (1)	58% (7)	29% (2)	25% (2)
	Extremely	9% (3)	12% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	29% (2)	13% (1)
Using CLASS/ELLCO data to improve my classroom environment										
Received training in area	Did Not Receive	20% (8)	0% (0)	53% (8)	0% (0)	17% (1)	0% (0)	14% (2)	36% (4%)	11% (1)
Helpfulness (if yes, only)	Not at All	3% (1)	6% (1)	0% (0)	0% (0)	0% (0)	0% (0)	8% (1)	0% (0)	0% (0)
	A Little	15% (5)	12% (2)	29% (2)	0% (0)	20% (1)	0% (0)	0% (0)	14% (1)	38% (3)
	Average	27% (9)	24% (4)	57% (4)	25% (1)	40% (2)	0% (0)	25% (3)	29% (2)	25% (2)
	Very	42% (14)	42% (7)	14% (1)	75% (3)	40% (2)	100% (1)	58% (7)	29% (2)	25% (2)
	Extremely	12% (4)	18% (3)	0% (0)	0% (0)	0% (0)	0% (0)	8% (1)	29% (2)	13% (1)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Administration/interpretation/use of progress monitoring assessments										
Received training in area	Did Not Receive	24% (10)	18% (3)	50% (7)	0% (0)	33% (2)	0% (0)	15% (2)	46% (5)	11% (1)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	13% (4)	14% (2)	29% (2)	0% (0)	0% (0)	0% (0)	9% (1)	17% (1)	25% (2)
	Average	29% (9)	21% (3)	71% (5)	20% (1)	25% (1)	0% (0)	36% (4)	17% (1)	38% (3)
	Very	45% (14)	36% (5)	0% (0)	80% (4)	75% (3)	100% (2)	36% (4)	50% (3)	25% (2)
	Extremely	13% (4)	29% (4)	0% (0)	0% (0)	0% (0)	0% (0)	18% (2)	17% (1)	13% (1)
Using data to identify children or Tier 2/3 instruction										
Received training in area	Did Not Receive	29% (12)	24% (4)	53% (8)	0% (0)	50% (3)	0% (0)	29% (4)	36% (4)	11% (1)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	13% (4)	15% (2)	29% (2)	0% (0)	0% (0)	0% (0)	10% (1)	14% (1)	25% (2)
	Average	30% (9)	31% (4)	43% (3)	0% (0)	67% (2)	0% (0)	40% (4)	29% (2)	13% (1)
	Very	47% (14)	46% (6)	29% (2)	100% (5)	33% (1)	100% (2)	40% (4)	57% (4)	38% (3)
	Extremely	10% (3)	8% (1)	0% (0)	0% (0)	0% (0)	0% (0)	10% (1)	0% (0)	25% (2)
Using data to plan Tier 2/3 instruction										
Received training in area	Did Not Receive	29% (12)	24% (4)	53% (8)	0% (0)	50% (3)	0% (0)	29% (4)	36% (4)	11% (1)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	13% (4)	15% (2)	29% (2)	0% (0)	0% (0)	0% (0)	10% (1)	14% (1)	25% (2)
	Average	33% (16)	39% (5)	43% (3)	0% (0)	67% (2)	0% (0)	50% (5)	29% (2)	13% (1)
	Very	47% (14)	39% (5)	29% (2)	100% (5)	33% (1)	100% (2)	40% (4)	57% (4)	38% (3)
	Extremely	7% (2)	8% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	25% (2)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Using data to differentiate instruction for students with different needs										
Received training in area	Did Not Receive	21% (9)	12% (2)	47% (7)	0% (0)	50% (3)	0% (0)	14% (2)	36% (4)	0% (0)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	9% (3)	13% (2)	13% (1)	0% (0)	0% (0)	0% (0)	18% (1)	14% (1)	11% (1)
	Average	42% (14)	47% (7)	50% (4)	20% (1)	67% (2)	0% (0)	58% (7)	43% (3)	22% (2)
	Very	42% (14)	33% (5)	38% (3)	80% (4)	33% (1)	100% (2)	33% (4)	43% (3)	44% (4)
	Extremely	6% (2)	7% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	22% (2)
Family literacy										
Received training in area	Did Not Receive	17% (7)	12% (2)	33% (5)	0% (0)	33% (2)	0% (0)	7% (1)	27% (3)	11% (1)
Helpfulness (if yes, only)	Not at All	6% (2)	7% (1)	11% (1)	0% (0)	0% (0)	0% (0)	0% (0)	14% (1)	13% (1)
	A Little	15% (5)	20% (3)	11% (1)	20% (1)	25% (1)	0% (0)	7% (1)	14% (1)	25% (2)
	Average	47% (16)	47% (7)	56% (5)	20% (1)	50% (2)	0% (0)	54% (7)	43% (3)	50% (4)
	Very	27% (9)	20% (3)	22% (2)	60% (3)	25% (1)	50% (1)	39% (5)	29% (2)	0% (0)
	Extremely	6% (2)	7% (1)	0% (0)	0% (0)	0% (0)	50% (1)	0% (0)	0% (0)	13% (1)
Language/vocabulary development										
Received training in area	Did Not Receive	12% (5)	12% (2)	20% (3)	0% (0)	33% (2)	0% (0)	0% (0)	27% (3)	0% (0)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	5% (2)	13% (2)	0% (0)	0% (0)	0% (0)	0% (0)	7% (1)	13% (1)	0% (0)
	Average	35% (13)	40% (6)	50% (6)	20% (1)	25% (1)	0% (0)	50% (7)	13% (1)	44% (4)
	Very	41% (15)	40% (6)	25% (3)	60% (3)	75% (3)	50% (1)	29% (4)	38% (3)	44% (4)
	Extremely	19% (7)	7% (1)	25% (3)	20% (1)	0% (0)	50% (1)	14% (2)	38% (3)	11% (1)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Emergent writing										
Received training in area	Did Not Receive	21% (9)	18% (3)	40% (6)	0% (0)	33% (2)	0% (0)	21% (3)	36% (4)	0% (0)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	6% (2)	14% (2)	0% (0)	0% (0)	0% (0)	0% (0)	9% (1)	14% (1)	0% (0)
	Average	27% (9)	29% (4)	33% (3)	0% (0)	0% (0)	0% (0)	46% (5)	0% (0)	44% (4)
	Very	49% (16)	43% (6)	44% (4)	100% (5)	100% (4)	50% (1)	36% (4)	43% (3)	44% (4)
	Extremely	18% (6)	14% (2)	23% (2)	0% (0)	0% (0)	50% (1)	9% (1)	43% (3)	11% (1)
Phonological awareness										
Received training in area	Did Not Receive	10% (4)	0% (0)	27% (4)	0% (0)	0% (0)	0% (0)	14% (2)	18% (2)	0% (0)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	3% (1)	6% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	11% (1)	0% (0)
	Average	26% (16)	35% (6)	27% (3)	0% (0)	17% (1)	0% (0)	42% (5)	11% (1)	33% (3)
	Very	53% (20)	41% (7)	54% (6)	100% (5)	83% (5)	50% (1)	50% (6)	33% (3)	56% (5)
	Extremely	18% (7)	18% (3)	18% (2)	0% (0)	0% (0)	50% (1)	8% (1)	44% (4)	11% (1)
Print awareness										
Received training in area	Did Not Receive	14% (6)	6% (1)	33% (5)	0% (0)	17% (1)	0% (0)	7% (1)	36% (4)	0% (0)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	3% (1)	6% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	14% (1)	0% (0)
	Average	36% (13)	38% (6)	40% (4)	20% (1)	40% (2)	0% (0)	62% (8)	0% (0)	33% (3)
	Very	47% (17)	50% (8)	40% (4)	80% (4)	60% (3)	50% (1)	31% (4)	57% (4)	56% (5)
	Extremely	14% (5)	6% (1)	20% (2)	0% (0)	0% (0)	50% (1)	8% (1)	29% (2)	11% (1)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
LETRS for Early Childhood Educators										
Received training in area	Did Not Receive	13% (5)	6% (1)	29% (4)	0% (0)	20% (1)	0% (0)	0% (0)	27% (3)	11% (1)
Helpfulness (if yes, only)	Not at All	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little	3% (1)	0% (0)	10% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	13% (1)
	Average	43% (15)	44% (7)	50% (5)	20% (1)	50% (2)	50% (1)	54% (7)	25% (2)	38% (3)
	Very	29% (10)	31% (5)	20% (2)	60% (3)	50% (2)	0% (0)	31% (4)	12% (1)	38% (3)
	Extremely	26% (9)	25% (4)	20% (2)	20% (1)	0% (0)	50% (1)	15% (2)	63% (5)	13% (1)
Portfolio development										
Received training in area	Did Not Receive	31% (13)	24% (4)	53% (8)	0% (0)	50% (3)	0% (0)	21% (3)	46% (5)	22% (2)
Helpfulness (if yes, only)	Not at All	3% (1)	8% (1)	0% (0)	0% (0)	0% (0)	0% (0)	9% (1)	0% (0)	0% (0)
	A Little	24% (7)	39% (5)	14% (1)	20% (1)	33% (1)	0% (0)	18% (2)	17% (1)	43% (3)
	Average	24% (7)	23% (3)	43% (3)	20% (1)	33% (1)	0% (0)	27% (3)	33% (2)	14% (1)
	Very	38% (11)	23% (3)	29% (2)	60% (3)	33% (1)	50% (1)	36% (4)	50% (3)	29% (2)
	Extremely	10% (3)	8% (1)	14% (1)	0% (0)	0% (0)	50% (1)	9% (1)	0% (0)	14% (1)
Kindergarten transition										
Received training in area	Did Not Receive	31% (13)	18% (3)	67% (10)	0% (0)	17% (1)	0% (0)	36% (5)	46% (5)	22% (2)
Helpfulness (if yes, only)	Not at All	3% (1)	0% (0)	20% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	14% (1)
	A Little	14% (4)	21% (3)	20% (1)	0% (0)	0% (0)	0% (0)	22% (2)	17% (1)	14% (1)
	Average	52% (15)	64% (9)	40% (2)	80% (4)	60% (3)	50% (1)	44% (4)	68% (4)	43% (3)
	Very	24% (7)	14% (2)	0% (0)	0% (0)	40% (2)	0% (0)	22% (2)	17% (1)	29% (2)
	Extremely	7% (2)	0% (0)	20% (1)	20% (1)	0% (0)	50% (1)	11% (1)	0% (0)	0% (0)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Working with new staff (Center Directors and/or Coaches only)										
Received training in area	Did Not Receive									
	Not at All	0% (0)								
	A Little	20% (2)								
	Average	40% (4)								
	Very	40% (4)								
	Extremely	0% (0)								
Leadership										
Received training in area	Did Not Receive	0% (0)								
Helpfulness (if yes, only)	Not at All	0% (0)								
	A Little	10% (1)								
	Average	30% (3)								
	Very	60% (6)								
	Extremely	0% (0)								
Coaching										
Received training in area	Did Not Receive	11% (1)								
Helpfulness (if yes, only)	Not at All	0% (0)								
	A Little	0% (0)								
	Average	25% (2)								
	Very	63% (5)								
	Extremely	13% (1)								
Sustainability Surveys										
Received training in area	Did Not Receive	0% (0)								
Helpfulness (if yes, only)	Not at All	11% (1)								
	A Little	22% (2)								
	Average	33% (3)								
	Very	33% (3)								
	Extremely	0% (0)								
Sustainability Plans										
Received training in area	Did Not Receive	0% (0)								
Helpfulness (if yes, only)	Not at All	20% (2)								
	A Little	0% (0)								
	Average	30% (3)								
	Very	50% (5)								
	Extremely	0% (0)								

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
SUPPORT/COACHING FROM SPECIALISTS										
SPED										
Received Support	Yes		53% (8)			100% (1)	0% (0)	0% (0)	100% (5)	66% (2)
	No		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	NA		47% (7)			0% (0)	0% (0)	100% (6)	0% (0)	33% (1)
Quantity (excludes NA above)	Too Little		25% (2)			0% (0)	0% (0)	0% (0)	40% (2)	0% (0)
	Just right		75% (6)			100% (1)	0% (0)	0% (0)	60% (3)	100% (2)
	Too much		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Helpfulness (received support only)	Not at All		0% (0)			0% (0)	0% (0)	100% (1)	0% (0)	0% (0)
	A Little		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Average		38% (3)			100% (1)	0% (0)	0% (0)	20% (1)	50% (1)
	Very		63% (5)			0% (0)	0% (0)	0% (0)	80% (4)	50% (1)
	Extremely		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
AWARE										
Received Support	Yes		56% (9)			0% (0)	0% (0)	100% (7)	20% (1)	33% (1)
	No		13% (2)			0% (0)	0% (0)	0% (0)	40% (2)	0% (0)
	NA		31%(3)			100% (1)	0% (0)	0% (0)	40% (2)	67% (2)
Quantity (excludes NA above)	Too Little		38% (3)			0% (0)	0% (0)	40% (2)	50% (1)	0% (0)
	Just right		63% (5)			0% (0)	0% (0)	60% (3)	50% (1)	100% (1)
	Too much		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Helpfulness (received support only)	Not at All		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little		22% (2)			0% (0)	0% (0)	29% (2))	0% (0)	0% (0)
	Average		44% (4)			0% (0)	0% (0)	43% (3)	0% (0)	100% (1)
	Very		22% (2)			0% (0)	0% (0)	14% (1)	100% (2)	0% (0)
	Extremely		11% (1)			0% (0)	0% (0)	14% (1)	0% (0)	0% (0)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Physical Therapist										
Received Support	Yes		33% (5)			0% (0)	0% (0)	33% (2)	60% (3)	0% (0)
	No		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	NA		67% (10)			100% (1)	0% (0)	67% (4)	40% (2)	100% (3)
Quantity (excludes NA above)	Too Little		20% (1)			50% (1)	0% (0)	50% (1)		0% (0)
	Just right		80% (4)			50% (1)	0% (0)	50%(1)	100% (3)	0% (0)
	Too much		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Helpfulness (received support only)	Not at All		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little		20% (1)			0% (0)	0% (0)	50% (1)	0% (0)	0% (0)
	Average		0% (0)			0% (0)	0% (0)	0% (0)	100% (3)	0% (0)
	Very		80% (4)			0% (0)	0% (0)	50% (1)	0% (0)	0% (0)
	Extremely		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Occupational Therapist										
Received Support	Yes		40% (6)			100% (1)	0% (0)	33% (2)	0% (0)	33% (1)
	No		17% (3)			0% (0)	0% (0)	0% (0)	40% (2)	0% (0)
	NA		60% (9)			0% (0)	0% (0)	67% (4)	60% (3)	67% (2)
Quantity (excludes NA above)	Too Little		33% (2)			0% (0)	0% (0)	50% (1)	0% (0)	100% (1)
	Just right		67% (4)			100% (1)	0% (0)	50% (1)	100% (2)	0% (0)
	Too much		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Helpfulness (received support only)	Not at All		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little		17% (1)			0% (0)	0% (0)	50% (1)	0% (0)	0% (0)
	Average		17% (1)			0% (0)	0% (0)	0% (0)	0% (0)	100% (1)
	Very		67% (4)			100% (1)	0% (0)	50% (1)	100% (2)	0% (0)
	Extremely		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Speech Therapist										
Received Support	Yes		100% (16)			100% (1)	0%(0)	100% (7)	100% (5)	100% (3)
	No		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	NA		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Quantity (excludes NA above)	Too Little		27% (4)			100% (1)	0% (0)	17% (1)	0% (0)	67% (2)
	Just right		67% (10)			0% (0)	0% (0)	67% (4)	100% (5)	33% (1)
	Too much		7% (1)			0% (0)	0% (0)	17% (1)	0% (0)	0% (0)
Helpfulness (received support only)	Not at All		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little		19% (3)			100% (1)	0% (0)	14% (1)	0% (0)	33% (1)
	Average		44% (7)			0% (0)	0% (0)	57% (4)	20% (1)	67% (2)
	Very		38% (6)			0% (0)	0% (0)	29% (2)	80% (4)	0% (0)
	Extremely		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)

PARTICIPANTS' ABILITY TO ENGAGE

Participants' ability to engage, before and after participating in MTPEL:	Before MTPEL Mean (SD)	After MTPEL Mean (SD)
Prepare the classroom environment to engage children in language and literacy activities…	3.2 (0.8)	4.4 (0.6)
Instruct children to best prepare them for kindergarten…	3.4 (0.9)	4.4 (0.6)
Use data to prepare, differentiate, and modify instruction for children in my classroom…	3.0 (1.1)	4.2 (0.8)

APPENDIX D

Teacher Knowledge Survey
Teacher Knowledge Survey Summary

MONTANA PARTNERSHIP FOR EARLY LITERACY
TEACHER KNOWLEDGE SURVEY

Thank you for participating in the Montana Partnership for Early Literacy. Your responses on the enclosed questionnaire will help us understand what caregivers know about language and literacy development, and what you do to support learning for the children in your care setting.

This questionnaire consists of three parts. **Part I** is a series of multiple choice and true/false questions about ways to support language and literacy in the classroom. Please select the best answers from the available options.

Part II asks about your personal learning styles and your beliefs as a caregiver. In this section, we are only interested in your personal beliefs and preferences; there are no right or wrong answers.

Part III asks some questions about your personal characteristics and experiences.

- **Please complete all three sections**
- **Please do not skip any items.**

Your responses to this questionnaire will be kept completely confidential. We request your name and contact information solely to keep track of which questionnaires have been returned to us. Your name will never be used in reporting results from our project.

When your questionnaire is completed, please return it to your center's coach, sealed, in the envelope provided. Please return your questionnaire no later than Friday, March 5, 2010.

Thank you for your participation in this project!

Part I: Language and Literacy Knowledge

Directions: Carefully read each of the following multiple choice questions. Circle only one answer from the choices provided to you for each question. If you are unsure of the right answer, please make your best guess.

1. The ability to point to the print as what carries the message instead of the picture on a page indicates a child's understanding:

   a. That the words are made up of sounds which can be blended together.
   b. That the print is what is read.
   c. That words in sentences relate to each other.
   d. That words can regularly occur in the same contexts.

2. During group time, Ms. Betty is about to read a book to her 5-year olds. As she reads, she runs her finger along underneath the text. Why does she do this?

   a. To help children connect sounds and letters.
   b To keep children's attention.
   c. To help children understand how print works.
   d. To improve children's letter knowledge.

3. Which of the following practices might **best** help children learn how letters are related to their letter names?

   a. Matching pictures and beginning sounds.
   b. Singing the alphabet song slowly and pointing to each letter.
   c. Asking children to spell the letters of their name.
   d. Saying the letters of the alphabet out of order.

4. All of the following instructional activities improve children's understanding of how we use print in daily activity **EXCEPT**:

   a. Creating a print-rich environment.
   b. Copying simple words.
   c. Writing a menu.
   d. Reading a recipe.

5. Which of the following is an appropriate method for assessment and evaluation of children in early childhood education settings?

   a. Observation.
   b. Documentation.
   c. Interviews.
   d. All of the above.

6. Which of the following statements best describes how print works in storybooks?

   a. Print is just like oral language.
   b. Print is written by people.
   c. Print is read from left to right and top to bottom.
   d. All of the above.

7. Assessment of preschool children generally should be:

   a. Linked to the home background of each child.
   b. Primarily norm-referenced.
   c. Untimed but similar for all children.
   d. Ongoing and informal.

8. Each of the following is an informal assessment technique appropriate for preschoolers **EXCEPT**:

   a. Anecdotal records.
   b. Portfolios.
   c. Running records.
   d. Emergent storybook readings.

9. Which of the following statements describes authentic assessment?

   a. Children's learning is compared to others using norm-referenced assessment.
   b. Children's learning is examined in the context of meaningful activity.
   c. Children's learning is assessed using authentic children's literature.
   d. Children's learning is assessed for understanding of real versus fantasy.

10. What are appropriate ways for early childhood educators to use observation as a method of assessing children?

    a. To make conclusions about a child's development.
    b. To provide information to parents.
    c. To plan new activities.
    d. b and c only.

11. One way to informally assess a child's phonological awareness might be to ask the child:

    a. To retell a favorite story.
    b. To identify nursery rhymes.
    c. To identify the letters of the alphabet.
    d. To sound out the letters in his or her name.

12. Which of the following is typical of the language development of 3-year-olds?

a. Begins to use simple sentences of at least three to four words.
b. Begins to retell their favorite stories with a beginning, middle, and end.
c. Begins to carry on a conversation involving three or more turns.
d. Begins to use declarative statements, like "Mommy get me."

13. Each of the following is an effective way to foster language development **EXCEPT:**

a. Asking children to plan, do, and review their free-choice activities.
b. Expanding children's responses, such as "You'd like to play in the kitchen and make pizza? And what kind of pizza would you like to make today?"
c. Re-reading a favorite book.
d. Encouraging children to respond to questions in complete sentences.

14. Which of the following statements best describes how Vygotsky viewed language development?

a. Language development is innate and every child is born with all the tools needed to acquire language.
b. Language development is a social and cultural phenomenon.
c. Language development occurs the same way for all children.
d. Language development is a result of environmental conditioning.

15. Someone who engages children every day in play, discussions, conversations, and singing songs is likely to be providing which of the following:

a. Opportunities for recognizing the relationship between sounds and letters.
b. Experiences for children to learn and use new language rules.
c. Opportunities for oral language development.
d. Kinesthetic tactile experiences.

16. Each of the following activities is helpful for promoting oral language development **EXCEPT:**

a. Naming letters.
b. Outdoor play.
c. Singing.
d. Free-choice time.

17. Which of the following activities best promotes vocabulary development?

a. Reading a story.
b. Writing.
c. Talking.
d. Watching television.

18. Which of the following best explains why developing phonemic awareness in English may be especially challenging for a child for whom English is a second language?

a. The sound system of the child's first language may not use an alphabet.
b. Some languages may require attention only to whole words, not sounds in words.
c. Sometimes teachers may not articulate sounds clearly.
d. The sound structure of the child's first language may be different from English.

19. Which of the following statements best defines phonemic awareness?

a. Matching letters and sounds.
b. Hearing and manipulating individual sounds in spoken words.
c. Recognizing and spelling the letters in syllables.
d. Identifying words in context.

20. The alphabetic principal is best described as the understanding that:

a. Sounds in words can be represented by letters.
b. Letters are formed from curved and straight lines.
c. There are many different alphabets in the world.
d. The sounds we speak are different from the letters we write.

21. Phonological awareness is best described as the ability to:

a. Hear the sounds of language as distinct from its meaning.
b. Match sounds to letters.
c. Recognize different animal sounds like "oink" and "meow."
d. Identify upper and lower-case letters.

22. Which of the following practices best help preschoolers blend sounds in words?

a. Identifying words that begin with the same sound.
b. Distinguishing sounds in words.
c. Stretching the sounds out in a word and putting them together.
d. Hearing different sounds, and identifying the letters that correspond to those sounds.

23. Encouraging children's early writing attempts is important because:

a. It improves children's spelling skills.
b. It helps children understand how sounds relate to letters.
c. It improves children's thinking skills.
d. It helps them develop good handwriting skills.

24. Children who are emergent writers benefit most from opportunities to:

a. Explore the uses of writing for communicating with others.
b. Learn how to form upper and lower-case letters.
c. Copy the texts of favorite story books.
d. Write letters on lined paper.

25. Between the ages of 1 and 5, children learn to use symbols like marks on paper and pictures in their play to:

a. Manipulate objects and understand them.
b. Create and communicate meaning.
c. Learn to differentiate media.
d. Describe the roles of a writer and reader.

26. Four-year-old Sarah has drawn a picture. As Sarah tells her about the picture, the teacher writes down her words, and then reads it back to her. This activity promotes literacy development by:

a. Helping the child learn more about narratives and their structure.
b. Reinforcing the child's understanding of the parts of a story.
c. Increasing the child's awareness of the relationship between written and oral language.
d. Expanding the child's understanding that there are many ways to write letters.

27. The following activities are appropriate for promoting letter knowledge **EXCEPT**:

a. Singing the alphabet song.
b. Playing with alphabet puzzles.
c. Comparing letter shapes.
d. Handwriting.

28. Encouraging children to spell "their way" is helpful because they may learn to:

a. Write correctly.
b. Differentiate print from pictures.
c. Think actively about letter-sound relationships.
d. Figure out the differences between vowels and consonants.

29. All of the following are important ways to encourage preschooler's early writing **EXCEPT**:

a. Encouraging correct spelling.
b. Taking dictation for children unwilling to write.
c. Displaying children's writing around the room.
d. Having a designated writing area equipped with crayons, pencils, stencils, and several types of paper.

30. The most age-appropriate strategy for assessing whether 4-year-olds are ready to learn mathematical symbols for the numbers one through nine is to see if they can:

a. Count from one to nine.
b. Classify nine objects that are similar in shape.
c. Group nine objects into sets of twos and threes.
d. Demonstrate one-to-one correspondence using objects.

31. Mrs. Smith wants to teach the concepts of first, middle, and last to a group of four-year-old children. She might best do this by:

a. Drawing three familiar characters in a row and indicating which character is in which place.
b. Lining up stuffed animals and indicating which animal is in which place.
c. Having children take turns standing in line and asking them to identify who is in which place.
d. Showing the children picture cards of sets of three objects and asking them to tell which objects are in which place.

32. Which of the following activities best reinforces children's understanding of the relationship between the letter "d" and the sound that it makes?

a. Saying words that begin with "d" and pointing to the beginning letter.
b. Spelling words that have the letter "d" in it.
c. Rhyming aloud words that end with the letter "d."
d. Asking children to identify things around the room that begin with the letter "d."

33. Of the following groups of materials, which would be the best selection to aid 4-year-olds in developing initial concepts about the physical characteristics of different objects?

a. Paper, stationery, envelopes, storybooks, and a telephone book.
b. A toy train, pictures of trains, stories about trains, and sound records of trains.
c. Apples, oranges, onions, and peaches.
d. Sandpaper, rough wood, silk cloth, and wet soap.

34. Each of the following is an appropriate activity for helping children understand one-to-one correspondence **EXCEPT**:

a. Counting from 1 to 10.
b. Setting out napkins on the table to match the number of chairs.
c. Counting blocks by pointing to each block.
d. Modeling counting as you point to three objects.

35. If a teacher is trying to promote concepts of print, and a child asks, “Can I paint now?” the teacher might respond:

a. “Let’s see if your name is on the waiting list.”
b. “You should put a paint apron on first, Aki.”
c. “Didn’t I see that you were painting a few minutes ago?”
d. “Looks like the paint easels are in use right now.”

36. One way to encourage reading in the home is to:

a. Go to the library.
b. Plan to read before bedtime.
c. Read often.
d. All of the above.

37. Which of the following is the <u>most</u> effective way to encourage young children to go to a cozy corner book area more often during free-choice time?

a. Reward children who choose to go to the area during free-choice time.
b. Structure 20 minutes of independent reading time each morning.
c. Create an attractive area with open faced bookshelves.
d. Provide at least 50-100 books in the area.

38. Placing menus with pictures and print in the dramatic play center may support young children’s:

a. Understanding of left to right progression.
b. Awareness of the functions of print.
c. Spelling development.
d. All of the above.

39. Ms. Jones places a variety of books in all centers throughout her child care setting. For example, in the kitchen play area she has a selection of simple cookbooks. In the art center, she has several art books. She has some newspapers and magazines in the dramatic play center, and brings a basket of nature and insect books with her when she takes the children outdoors. In what way does this support early reading development for young children?

a. It helps children learn to think about reading as an important part of their daily activities.
b. It ensures that children will spend at least an hour each day reading.
c. It gives children more situations in which they must read to do certain activities.
d. It prevents children from becoming too dependent on Ms. Jones for information and guidance.

40. Interactive storybook reading means that:

a. Children are encouraged to read along with their peers.
b. Children are encouraged to predict what comes next in a story.
c. Children have opportunities to read aloud.
d. Children get to act out the story.

41. Kyesha is a 4-year-old preschooler with reading skills at the kindergarten level. What is the best approach to take with Kyesha to create a supportive learning environment for her?

a. Keep her involved in all group activities so her peers do not notice the difference in her ability.
b. Encourage her parents to enroll her in kindergarten immediately.
c. Make sure she has plenty of opportunities to interact with books on her own.
d. Have her act as a tutor to other children who may show little interest in reading.

42. Which of the following statements best describes why integrating curriculum is important in preschool settings?

a. Children cannot really distinguish between science, reading, and math, and so it makes sense to place all subject matter together.
b. Children are exposed to in-depth study of important information topics.
c. Children need to begin to learn about many different things they will be assessed on in first grade.
d. Children do not seem to enjoy curriculum that is not integrated.

43. Vygotsky's zone of proximal development emphasizes:

a. The difference between a child's level of independent functioning and his or her performance when aided by an adult.
b. The difference between practical, creative, and academic learning.
c. Factors that lead to changes in cognitive tasks.
d. The importance of motivation and the expectation of success.

44. Early childhood educators support English language learning for second language learners by each of the following activities **EXCEPT**:

a. Modeling appropriate use of English.
b. Creating environmental print in children's first and second language.
c. Correcting children's grammar and mispronunciations.
d. Reading storybooks in English.

45. A developmentally-appropriate curriculum is one that:

a. An early childhood educator always plans in cooperation with parents.
b. Builds upon the interests of children.
c. Places a greater emphasis on play than on cognitive skill development.
d. Is established in advance.

46. The pre-operational stage is the second stage of Piaget's theory of cognitive development. Which of the following accurately describes characteristics of children in the stage of cognitive development?

a. Accelerated language development.
b. Less dependence on sensorimotor action.
c. Dependence on concrete representations.
d. All of the above.

47. An early childhood educator who visits with parents at the beginning of each new year and discusses their child's interests is most likely attempting to do which of the following?

a. Gain information that can be used to make engaging assessments.
B. Gain information that can be used to plan holiday activities.
c. Integrate children's home background in planned activities.
d. Help families best utilize community resources.

48. Which of the following models of early childhood education uses developmentally appropriate practice methods?

a. Montessori.
b. Head Start.
d. Reggio Emilia
d. All of the above.

49. Each of the following helps involve parents and families in their children's early education program, EXCEPT:

a. Making home visits to get to know parents and families better.
b. Asking parents what goals they have for their children, and plan activities to try to help children meet these goals.
c. Communicating regularly with parents about their children's progress.
d. Calling parents when a child misbehaves.

50. Ms. Ruppert wants to foster multicultural awareness and appreciation among the diverse children in her child care setting. Which of the following is the best way to go about doing this?

a. Emphasize the similarities between children of different racial and ethnic groups.
b. Help children develop a better understanding of themselves, their culture, and the culture of others.
c. Invite parents to visit the classroom to share stories about their family traditions.
d. Designate a particular day of the week to highlight different cultures not represented by children in the setting.

Directions: Carefully read each of the following statements. At the end of each statement, please indicate whether you think the statement is TRUE or FALSE by circling the best choice. If you are unsure of the correct answer, please make your best guess.

1. It is common for children to have letter name knowledge by age 4.	**TRUE**	**FALSE**
2. Children who are non-English language speakers benefit most when they are required to speak in English in formal settings.	**TRUE**	**FALSE**
3. Children typically have an intuitive understanding of numbers by the age of 4.	**TRUE**	**FALSE**
4. Children's vocabulary in the early years is a strong predictor of their later reading achievement.	**TRUE**	**FALSE**
5. It is more important to have small teacher-child ratios in the toddler years when children are beginning to talk, than in early infancy when children spend most of their time napping.	**TRUE**	**FALSE**
6. 6. Children always advance from one identifiable stage to another.	**TRUE**	**FALSE**
7. Reading instruction should begin about when children are 6½ years old.	**TRUE**	**FALSE**
8. Children can generally understand more language than they can produce.	**TRUE**	**FALSE**
9. It is common for children to have some number name knowledge by age 2½.	**TRUE**	**FALSE**

10. Children's beginning writing attempts often look like block letters.	**TRUE**	**FALSE**
11. Second language learners should be exposed on a regular basis to storybooks in English.	**TRUE**	**FALSE**
12. Standardized tests with validity and reliability are the best way to determine if a child is ready for kindergarten.	**TRUE**	**FALSE**
13. Children learn to sort and identify letters by their sound features.	**TRUE**	**FALSE**
14. Children's knowledge of nursery rhymes is related to their letter knowledge.	**TRUE**	**FALSE**
15. Infants learn about their world through sensing and acting.	**TRUE**	**FALSE**
16. Correcting a child when he makes a statement like "I runned" by saying, "No, you mean you ran?" helps him learn syntax.	**TRUE**	**FALSE**
17. Encouraging parents of second language learners to use the English language exclusively in the home enhances children's English acquisition.	**TRUE**	**FALSE**
18. Fathers can affect their children's attitudes and engagement with books.	**TRUE**	**FALSE**
19 Parents should point to each word in picture books as they read to their child.	**TRUE**	**FALSE**
20. Block areas generate large amounts of child communication.	**TRUE**	**FALSE**

Part II: Teaching Beliefs & Learning Styles

In this section, we are interested in your personal opinions and beliefs. There are no right or wrong answers—only what you feel is right for you. Please think about each statement carefully, and choose the response that best describes how you feel.

Please rate how much you agree or disagree with each statement.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
①	②	③	④	⑤

1. I am confident in my ability to support the early reading and writing skills of all of the children in my care.	①	②	③	④	⑤
2. I am confident that I can help all of the children in my care develop early writing skills.	①	②	③	④	⑤
3. I enjoy learning about new ways to teach early reading and writing skills.	①	②	③	④	⑤
4. Changing my practice to better support early language development would take a lot of time and energy.	①	②	③	④	⑤
5. I am confident that I can help children whose first language is not English make significant progress in their language skills.	①	②	③	④	⑤
6. I am confident that I can teach all of the children in my care to recognize rhymes.	①	②	③	④	⑤
7. I am interested in learning more about how to support children's language development.	①	②	③	④	⑤
8. I am not very effective in keeping track of children's early reading and writing skill development.	①	②	③	④	⑤
9. Being able to support children's language development is more important to me than other teaching skills.	①	②	③	④	⑤
10. I have the knowledge and skills to work effectively with a child who has language difficulties.	①	②	③	④	⑤
11. I am confident that I can motivate all of the children in my care to read or look at books regularly.	①	②	③	④	⑤
12. Being a caregiver who can foster children's early reading and writing skills is important to me.	①	②	③	④	⑤

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
①	②	③	④	⑤

13. Learning new ways to support children's early reading and writing skills would be useful to me.	①	②	③	④	⑤
14. I don't teach early reading and writing skills as well as I teach other skills.	①	②	③	④	⑤
15. I understand language concepts well enough to be effective in supporting children's development of early reading and writing skills.	①	②	③	④	⑤
16. I am confident that I can teach all of the children in my care to recognize letter sounds.	①	②	③	④	⑤
17. I would value having a better understanding of children's early language development	①	②	③	④	⑤
18. I would have to give up things I enjoy doing in order to invest time in learning about children's development of early reading and writing skills.	①	②	③	④	⑤
19. I am confident that I can teach all of the children in my care all their alphabet letters.	①	②	③	④	⑤
20. I am confident that I can help all of the children in my care make significant progress in their language skills this year.	①	②	③	④	⑤

Part III: Personal Information

Your name: _____

At what center do you work?

- ○ Evergreen
- ○ Fort Belknap Agency
- ○ Fort Belknap Ramona King
- ○ Fort Belknap Three Strikes
- ○ Hardin
- ○ Great Falls: Annex
- ○ Great Falls: Longfellow
- ○ Great Falls: Skyline

What is your role?

- ○ Lead teacher
- ○ Assistant teacher
- ○ Coach
- ○ Director

What is your highest education level?

- ○ Some high school
- ○ High School Diploma/GED
- ○ Some college
- ○ Associate Degree
- ○ Bachelor's Degree
- ○ Master's Degree
- ○ Other

Which best describes your race or ethnicity?

- ○ American Indian
- ○ Asian or Pacific Islander
- ○ Hispanic Latino
- ○ Black
- ○ White
- ○ Multiracial:
- ○ Other:

About how many years have you worked in child care?

- ○ This is my first year.
- ○ 2-4 years.
- ○ 5-9 years.
- ○ 10-14 years.
- ○ 15-19 years.
- ○ 20 or more years.

Do you have a CDA credential? ○ Yes ○ No

Thank you for completing this questionnaire!

Please place the survey in the envelope provided, seal it, and return it to your coach by May 6, 2011.

Teacher Knowledge Survey

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	N	56	7	15	15	11	8	24	24	4
	PRINT AWARENESS									
1	The ability to point to the print as what carries the message instead of the picture on a page indicates a child's understanding: a. That the words are made up of sounds which can be blended together. b. **That the print is what is read.** c. That words in sentences relate to each other. d. That words can regularly occur in the same contexts.	74%	100%	50%	60%	91%	100%	75%	65%	100%
2	During group time, Ms. Betty is about to read a book to her 5-year olds. As she reads, she runs her finger along underneath the text. Why does she do this? a. To help children connect sounds and letters. b To keep children's attention. c. **To help children understand how print works**. d. To improve children's letter knowledge.	89%	100%	73%	100%	82%	100%	100%	75%	100%
4	All of the following instructional activities improve children's understanding of how we use print in daily activity EXCEPT: a. Creating a print-rich environment. b. **Copying simple words.** c. Writing a menu. d. Reading a recipe.	34%	43%	20%	7%	64%	63%	25%	33%	50%
6	Which of the following statements best describes how print works in storybooks? a. Print is just like oral language. b. Print is written by people. c. **Print is read from left to right and top to bottom.** d. All of the above.	23%	14%	13%	47%	0%	38%	29%	21%	0%
26	Four-year-old Sarah has drawn a picture. As Sarah tells her about the picture, the teacher writes down her words, and then reads it back to her. This activity promotes literacy development by: a. Helping the child learn more about narratives and their structure. b. Reinforcing the child's understanding of the parts of a story. c. **Increasing the child's awareness of the relationship between written and oral language.**	89%	100%	67%	93%	100%	100%	96%	79%	100%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	N	56	7	15	15	11	8	24	24	4
	d. Expanding the child's understanding that there are many ways to write letters.									
35	If a teacher is trying to promote concepts of print, and a child asks, "Can I paint now?" the teacher might respond: a. **"Let's see if your name is on the waiting list."** b. "You should put a paint apron on first, Aki." c. "Didn't I see that you were painting a few minutes ago?" d. "Looks like the paint easels are in use right now."	89%	100%	67%	93%	100%	100%	92%	83%	100%
38	Placing menus with pictures and print in the dramatic play center may support young children's: a. Understanding of left to right progression. b. **Awareness of the functions of print.** c. Spelling development. d. All of the above.	19%	29%	7%	13%	27%	31%	17%	13%	13%
19	F: Parents should point to each word in picture books as they read to their child	27%	43%	13%	33%	45%	0%	33%	21%	0%
	ASSESSMENT									
5	Which of the following is an appropriate method for assessment and evaluation of children in early childhood education settings? a. Observation. b. Documentation. c. Interviews. d. **All of the above.**	92%	100%	83%	93%	91%	100%	98%	83%	100%
7	Assessment of preschool children generally should be: a. Linked to the home background of each child. b. Primarily norm-referenced. c. Untimed but similar for all children. d. **Ongoing and informal.**	79%	86%	87%	73%	82%	63%	83%	71%	100%
8	Each of the following is an informal assessment technique appropriate for preschoolers EXCEPT: a. Anecdotal records. b. Portfolios. c. **Running records.** d. Emergent storybook readings.	29%	14%	20%	33%	45%	25%	12%	33%	50%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	N	56	7	15	15	11	8	24	24	4
9	Which of the following statements describes authentic assessment? a. Children's learning is compared to others using norm-referenced assessment. b. **Children's learning is examined in the context of meaningful activity.** c. Children's learning is assessed using authentic children's literature. d. Children's learning is assessed for understanding of real versus fantasy.	46%	86%	20%	40%	64%	50%	58%	25%	50%
10	What are appropriate ways for early childhood educators to use observation as a method of assessing children? a. To make conclusions about a child's development. b. To provide information to parents. c. To plan new activities. d. **b and c only.**	69%	71%	70%	60%	82%	63%	67%	73%	75%
30	The most age-appropriate strategy for assessing whether 4-year-olds are ready to learn mathematical symbols for the numbers one through nine is to see if they can: a. Count from one to nine. b. Classify nine objects that are similar in shape. c. Group nine objects into sets of twos and threes. d. **Demonstrate one-to-one correspondence using objects.**	61%	71%	53%	53%	64%	75%	62%	46%	100%
12	F: Standardized tests with validity and reliability are the best way to determine if a child is ready for kindergarten.	71%	100%	67%	80%	82%	25%	71%	71%	75%
	LANGUAGE AND VOCABULARY DEVELOPMENT									
12	Which of the following is typical of the language development of 3-year-olds? a. Begins to use simple sentences of at least three to four words. b. Begins to retell their favorite stories with a beginning, middle, and end. c. Begins to carry on a conversation involving three or more turns. d. **Begins to use declarative statements, like "Mommy get me."**	7%	0%	7%	13%	0%	13%	0%	12%	0%
13	Each of the following is an effective way to foster language development EXCEPT: a. Asking children to plan, do, and review their free-choice activities. b. Expanding children's responses, such as "You'd like to play in the kitchen and make pizza? And what kind of pizza would you like to make today?" c. Re-reading a favorite book. d. **Encouraging children to respond to questions in complete sentences.**	13%	0%	20%	13%	18%	0%	4%	25%	0%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	N	56	7	15	15	11	8	24	24	4
14	Which of the following statements best describes how Vygotsky viewed language development? a. Language development is innate and every child is born with all the tools needed to acquire language. b. **Language development is a social and cultural phenomenon.** c. Language development occurs the same way for all children. d. Language development is a result of environmental conditioning.	32%	57%	27%	27%	45%	13%	25%	25%	100%
15	Someone who engages children every day in play, discussions, conversations, and singing songs is likely to be providing which of the following: a. Opportunities for recognizing the relationship between sounds and letters. b. Experiences for children to learn and use new language rules. c. **Opportunities for oral language development**. d. Kinesthetic tactile experiences.	75%	100%	53%	73%	73%	100%	75%	67%	100%
16	Each of the following activities is helpful for promoting oral language development EXCEPT: a. **Naming letters.** b. Outdoor play. c. Singing. d. Free-choice time.	57%	86%	27%	73%	55%	63%	67%	33%	100%
17	Which of the following activities best promotes vocabulary development? a. **Reading a story.** b. Writing. c. Talking. d. Watching television.	41%	29%	73%	20%	55%	13%	37%	50%	25%
4	T: Children's vocabulary in the early years is a strong predictor of their later reading achievement.	71%	86%	67%	60%	82%	75%	71%	63%	100%
5	F: It is more important to have small teacher-child ratios in the toddler years when children are beginning to talk, than in early infancy when children spend most of their time napping.	66%	86%	73%	47%	73%	63%	75%	50%	75%
8	T: Children can generally understand more language than they can produce.	82%	100%	67%	67%	100%	100%	83%	75%	100%
16	F: Correcting a child when he makes a statement like "I runned" by saying, "No, you mean you ran?" helps him learn syntax.	50%	57%	33%	80%	55%	13%	67%	29%	75%
20	T: Block areas generate large amounts of child communication.	89%	86%	67%	100%	100%	100%	96%	79%	100%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	N	56	7	15	15	11	8	24	24	4
	PHONEMIC/PHONOLOGICAL AWARENESS/PHONICS									
11	One way to informally assess a child's phonological awareness might be to ask the child: a. To retell a favorite story. b. **To identify nursery rhymes.** c. To identify the letters of the alphabet. d. To sound out the letters in his or her name.	7%	29%	7%	7%	0%	0%	4%	8%	25%
18	Which of the following best explains why developing phonemic awareness in English may be especially challenging for a child for whom English is a second language? a. The sound system of the child's first language may not use an alphabet. b. Some languages may require attention only to whole words, not sounds in words. c. Sometimes teachers may not articulate sounds clearly. d. **The sound structure of the child's first language may be different from English.**	86%	86%	73%	87%	91%	100%	87%	79%	100%
19	Which of the following statements best defines phonemic awareness? a. Matching letters and sounds. b. **Hearing and manipulating individual sounds in spoken words.** c. Recognizing and spelling the letters in syllables. d. Identifying words in context.	73%	86%	33%	87%	82%	100%	83%	54%	100%
20	The alphabetic principal is best described as the understanding that: a. **Sounds in words can be represented by letters.** b. Letters are formed from curved and straight lines. c. There are many different alphabets in the world. d. The sounds we speak are different from the letters we write.	80%	100%	73%	87%	64%	87%	83%	71%	100%
21	Phonological awareness is best described as the ability to: a. **Hear the sounds of language as distinct from its meaning.** b. Match sounds to letters. c. Recognize different animal sounds like "oink" and "meow." d. Identify upper and lower-case letters.	48%	57%	53%	20%	55%	75%	54%	38%	75%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	N	56	7	15	15	11	8	24	24	4
22	Which of the following practices best help preschoolers blend sounds in words? a. Identifying words that begin with the same sound. b. Distinguishing sounds in words. c. **Stretching the sounds out in a word and putting them together.** d. Hearing different sounds, and identifying the letters that correspond to those sounds.	73%	71%	47%	80%	100%	75%	88%	58%	75%
32	Which of the following activities best reinforces children's understanding of the relationship between the letter "d" and the sound that it makes? a. **Saying words that begin with "d" and pointing to the beginning letter.** b. Spelling words that have the letter "d" in it. c. Rhyming aloud words that end with the letter "d." d. Asking children to identify things around the room that begin with the letter "d."	66%	71%	67%	73%	64%	50%	79%	54%	50%
13	F: Children learn to sort and identify letters by their sound features.	55%	86%	27%	47%	73%	75%	67%	42%	50%
14	F: Children's knowledge of nursery rhymes is related to their letter knowledge.	82%	100%	60%	93%	82%	87%	83%	79%	75%
	EMERGENT WRITING									
23	Encouraging children's early writing attempts is important because: a. It improves children's spelling skills. b. **It helps children understand how sounds relate to letters.** c. It improves children's thinking skills. d. It helps them develop good handwriting skills.	68%	71%	47%	87%	82%	50%	83%	42%	100%
24	Children who are emergent writers benefit most from opportunities to: a. **Explore the uses of writing for communicating with others.** b. Learn how to form upper and lower-case letters. c. Copy the texts of favorite story books. d. Write letters on lined paper.	63%	100%	37%	53%	73%	87%	63%	56%	75%
25	Between the ages of 1 and 5, children learn to use symbols like marks on paper and pictures in their play to: a. Manipulate objects and understand them. b. **Create and communicate meaning.** c. Learn to differentiate media. d. Describe the roles of a writer and reader.	75%	100%	67%	60%	82%	87%	83%	67%	75%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	N	56	7	15	15	11	8	24	24	4
28	Encouraging children to spell "their way" is helpful because they may learn to: a. Write correctly. b. Differentiate print from pictures. c. **Think actively about letter-sound relationships**. d. Figure out the differences between vowels and consonants.	82%	100%	53%	93%	100%	75%	88%	71%	100%
29	All of the following are important ways to encourage preschooler's early writing EXCEPT: a. **Encouraging correct spelling.** b. Taking dictation for children unwilling to write. c. Displaying children's writing around the room. d. Having a designated writing area equipped with crayons, pencils, stencils, and several types of paper.	79%	100%	33%	100%	82%	100%	79%	71%	100%
10	T: Children's beginning writing attempts often look like block letters	48%	29%	67%	33%	64%	38%	42%	58%	25%
	READING									
36	One way to encourage reading in the home is to: a. Go to the library. b. Plan to read before bedtime. c. Read often. d. **All of the above.**	96%	100%	97%	100%	82%	100%	96%	98%	75%
37	Which of the following is the most effective way to encourage young children to go to a cozy corner book area more often during free-choice time? a. Reward children who choose to go to the area during free-choice time. b. Structure 20 minutes of independent reading time each morning. c. **Create an attractive area with open faced bookshelves.** d. Provide at least 50-100 books in the area.	88%	100%	77%	93%	91%	87%	83%	90%	100%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	N	56	7	15	15	11	8	24	24	4
39	Ms. Jones places a variety of books in all centers throughout her child care setting. For example, in the kitchen play area she has a selection of simple cookbooks. In the art center, she has several art books. She has some newspapers and magazines in the dramatic play center, and brings a basket of nature and insect books with her when she takes the children outdoors. In what way does this support early reading development for young children? a. **It helps children learn to think about reading as an important part of their daily activities.** b. It ensures that children will spend at least an hour each day reading. c. It gives children more situations in which they must read to do certain activities. d. It prevents children from becoming too dependent on Ms. Jones for information and guidance.	81%	100%	63%	87%	91%	75%	83%	73%	100%
40	Interactive storybook reading means that: a. Children are encouraged to read along with their peers. b. **Children are encouraged to predict what comes next in a story.** c. Children have opportunities to read aloud. d. Children get to act out the story.	73%	71%	53%	93%	55%	100%	67%	75%	100%
7	F: Reading instruction should begin about when children are 6½ years old.	86%	100%	53%	93%	100%	100%	92%	75%	100%
18	T: Fathers can affect their children's attitudes and engagement with books.	95%	100%	80%	100%	100%	100%	96%	92%	100%
	DIFFERENTIATING INSTRUCTION									
41	Kyesha is a 4-year-old preschooler with reading skills at the kindergarten level. What is the best approach to take with Kyesha to create a supportive learning environment for her? a. Keep her involved in all group activities so her peers do not notice the difference in her ability. b. Encourage her parents to enroll her in kindergarten immediately. c. **Make sure she has plenty of opportunities to interact with books on her own.** d. Have her act as a tutor to other children who may show little interest in reading.	60%	71%	40%	47%	73%	94%	54%	56%	75%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	N	56	7	15	15	11	8	24	24	4
43	Vygotsky's zone of proximal development emphasizes: a. **The difference between a child's level of independent functioning and his or her performance when aided by an adult.** b. The difference between practical, creative, and academic learning. c. Factors that lead to changes in cognitive tasks. d. The importance of motivation and the expectation of success.	62%	100%	47%	73%	45%	63%	63%	50%	100%
44	Early childhood educators support English language learning for second language learners by each of the following activities EXCEPT: a. Modeling appropriate use of English. b. Creating environmental print in children's first and second language. c. **Correcting children's grammar and mispronunciations.** d. Reading storybooks in English.	69%	100%	33%	80%	68%	87%	77%	50%	100%
45	A developmentally-appropriate curriculum is one that: a. An early childhood educator always plans in cooperation with parents. b. **Builds upon the interests of children.** c. Places a greater emphasis on play than on cognitive skill development. d. Is established in advance.	56%	71%	30%	87%	45%	50%	54%	60%	50%
46	The pre-operational stage is the second stage of Piaget's theory of cognitive development. Which of the following accurately describes characteristics of children in the stage of cognitive development? a. Accelerated language development. b. Less dependence on sensorimotor action. c. Dependence on concrete representations. d. **All of the above.**	64%	57%	80%	53%	45%	87%	54%	71%	50%
6	F: Children always advance from one identifiable stage to another.	63%	86%	33%	67%	68%	87%	75%	44%	75%
	FAMILY AND CULTURE									
47	An early childhood educator who visits with parents at the beginning of each new year and discusses their child's interests is most likely attempting to do which of the following? a. Gain information that can be used to make engaging assessments. b. Gain information that can be used to plan holiday activities. c. **Integrate children's home background in planned activities.** d. Help families best utilize community resources.	59%	86%	27%	47%	82%	87%	62%	42%	100%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	N	56	7	15	15	11	8	24	24	4
49	Each of the following helps involve parents and families in their children's early education program, EXCEPT: a. Making home visits to get to know parents and families better. b. Asking parents what goals they have for their children, and plan activities to try to help children meet these goals. c. Communicating regularly with parents about their children's progress. d. **Calling parents when a child misbehaves.**	95%	100%	87%	93%	100%	100%	96%	92%	100%
50	Ms. Ruppert wants to foster multicultural awareness and appreciation among the diverse children in her child care setting. Which of the following is the best way to go about doing this? a. Emphasize the similarities between children of different racial and ethnic groups. b. **Help children develop a better understanding of themselves, their culture, and the culture of others**. c. Invite parents to visit the classroom to share stories about their family traditions. d. Designate a particular day of the week to highlight different cultures not represented by children in the setting.	62%	43%	60%	67%	91%	38%	71%	54%	75%
	LETTER KNOWLEDGE									
3	Which of the following practices might best help children learn how letters are related to their letter names? a. Matching pictures and beginning sounds. b. **Singing the alphabet song slowly and pointing to each letter.** c. Asking children to spell the letters of their name. d. Saying the letters of the alphabet out of order.	24%	43%	17%	20%	18%	38%	29%	19%	50%
27	The following activities are appropriate for promoting letter knowledge EXCEPT: a. Singing the alphabet song. b. Playing with alphabet puzzles. c. Comparing letter shapes. d. **Handwriting.**	50%	43%	13%	67%	55%	87%	54%	38%	100%
1	T: It is common for children to have letter name knowledge by age 4.	55%	14%	87%	53%	36%	63%	58%	54%	100%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	N	56	7	15	15	11	8	24	24	4
	MATH									
30	The most age-appropriate strategy for assessing whether 4-year-olds are ready to learn mathematical symbols for the numbers one through nine is to see if they can: a. Count from one to nine. b. Classify nine objects that are similar in shape. c. Group nine objects into sets of twos and threes. d. **Demonstrate one-to-one correspondence using objects.**	61%	71%	53%	53%	64%	75%	62%	46%	100%
31	Mrs. Smith wants to teach the concepts of first, middle, and last to a group of four-year-old children. She might best do this by: a. Drawing three familiar characters in a row and indicating which character is in which place. b. **Lining up stuffed animals and indicating which animal is in which place.** c. Having children take turns standing in line and asking them to identify who is in which place. d. Showing the children picture cards of sets of three objects and asking them to tell which objects are in which place.	7%	29%	7%	0%	9%	0%	8%	4%	25%
34	Each of the following is an appropriate activity for helping children understand one-to-one correspondence EXCEPT: a. **Counting from 1 to 10.** b. Setting out napkins on the table to match the number of chairs. c. Counting blocks by pointing to each block. d. Modeling counting as you point to three objects.	75%	100%	47%	80%	73%	100%	87%	54%	100%
3	T: Children typically have an intuitive understanding of numbers by the age of 4.	52%	43%	93%	33%	27%	50%	42%	67%	50%
9	F: It is common for children to have some number name knowledge by age 2½.	45%	14%	40%	47%	36%	87%	46%	46%	50%
	SCIENCE									
33	Of the following groups of materials, which would be the best selection to aid 4-year-olds in developing initial concepts about the physical characteristics of different objects? a. Paper, stationery, envelopes, storybooks, and a telephone book. b. A toy train, pictures of trains, stories about trains, and sound records of trains. c. Apples, oranges, onions, and peaches. d. **Sandpaper, rough wood, silk cloth, and wet soap**.	60%	100%	43%	40%	73%	75%	63%	48%	75%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	N	56	7	15	15	11	8	24	24	4
	ELLs									
18	Which of the following best explains why developing phonemic awareness in English may be especially challenging for a child for whom English is a second language? a. The sound system of the child's first language may not use an alphabet. b. Some languages may require attention only to whole words, not sounds in words. c. Sometimes teachers may not articulate sounds clearly. d. **The sound structure of the child's first language may be different from English.**	86%	86%	73%	87%	91%	100%	87%	79%	100%
2	F: Children who are non-English language speakers benefit most when they are required to speak in English in formal settings.	77%	86%	53%	80%	91%	87%	92%	58%	100%
11	T: Second language learners should be exposed on a regular basis to storybooks in English.	88%	100%	87%	67%	100%	100%	92%	79%	100%
17	F: Encouraging parents of second language learners to use the English language exclusively in the home enhances children's English acquisition.	79%	86%	53%	100%	82%	75%	88%	63%	100%
	MISCELLANEOUS									
48	Which of the following models of early childhood education uses developmentally appropriate practice methods? a. Montessori. b. Head Start. d. Reggio Emilia d. **All of the above.**	80%	86%	80%	67%	82%	100%	87%	67%	100%
42	Which of the following statements best describes why integrating curriculum is important in preschool settings? a. Children cannot really distinguish between science, reading, and math, and so it makes sense to place all subject matter together. b. **Children are exposed to in-depth study of important information topics**. c. Children need to begin to learn about many different things they will be assessed on in first grade. d. Children do not seem to enjoy curriculum that is not integrated.	43%	71%	27%	20%	55%	75%	50%	33%	50%
15	T: Infants learn about their world through sensing and acting.	91%	100%	100%	73%	91%	100%	96%	83%	100%

#	Survey Item		All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	N		56	7	15	15	11	8	24	24	4
CONFIDENCE		Part 2									
20	I am confident that I can help all of the children in my care make significant progress in their language skills this year.	Strongly Disagree									
		Disagree									
		Neutral	14%	29%	33%	7%	0%	0%	8%	25%	0%
		Agree	52%	29%	60%	53%	64%	38%	63%	42%	25%
		Strongly Agree	34%	43%	7%	40%	36%	63%	29%	33%	75%
		Agree & Strongly Agree	86%	72%	67%	93%	100%	101%	92%	75%	100%
11	I am confident that I can motivate all of the children in my care to read or look at books regularly.	Strongly Disagree									
		Disagree									
		Neutral	20%	14%	40%	13%	9%	13%	13%	33%	0%
		Agree	46%	71%	47%	40%	45%	38%	58%	29%	50%
		Strongly Agree	34%	14%	13%	47%	45%	50%	29%	38%	50%
		Agree & Strongly Agree	80%	85%	60%	87%	90%	88%	87%	67%	100%
1	I am confident in my ability to support the early reading and writing skills of all of the children in my care.	Strongly Disagree									
		Disagree	2%	14%	0%	0%	0%	0%	0%	4%	0%
		Neutral	16%	0%	40%	13%	9%	0%	8%	29%	0%
		Agree	61%	71%	53%	53%	55%	88%	71%	50%	50%
		Strongly Agree	21%	14%	7%	33%	36%	13%	21%	17%	50%
		Agree & Strongly Agree	82%	85%	60%	86%	91%	101%	92%	67%	100%
16	I am confident that I can teach all of the children in my care to recognize letter sounds.	Strongly Disagree									
		Disagree	5%	14%	0%	13%	0%	0%	4%	4%	25%
		Neutral	13%	14%	20%	7%	9%	13%	8%	21%	0%
		Agree	54%	57%	67%	33%	64%	50%	54%	54%	0%
		Strongly Agree	29%	14%	13%	47%	27%	38%	33%	21%	75%
		Agree & Strongly Agree	83%	71%	80%	80%	91%	88%	87%	75%	75%

#	Survey Item		All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	N		56	7	15	15	11	8	24	24	4
6	I am confident that I can teach all of the children in my care to recognize rhymes.	Strongly Disagree	2%	0%	0%	0%	9%	0%	4%	0%	0%
		Disagree	7%	14%	0%	13%	9%	0%	13%	4%	0%
		Neutral	30%	0%	47%	33%	18%	38%	17%	42%	25%
		Agree	43%	71%	40%	27%	55%	38%	50%	33%	50%
		Strongly Agree	18%	14%	13%	27%	9%	25%	17%	21%	25%
		Agree & Strongly Agree	61%	85%	53%	54%	64%	63%	67%	54%	75%
2	I am confident that I can help all of the children in my care develop early writing skills.	Strongly Disagree									
		Disagree	4%	0%	7%	7%	0%	0%	4%	4%	0%
		Neutral	7%	17%	13%	7%	0%	0%	4%	13%	0%
		Agree	67%	83%	67%	53%	64%	88%	67%	65%	75%
		Strongly Agree	22%	0%	13%	33%	36%	13%	25%	17%	25%
		Agree & Strongly Agree	89%	83%	80%	86%	100%	101%	92%	82%	100%
19	I am confident that I can teach all of the children in my care all their alphabet letters.	Strongly Disagree									
		Disagree	9%	14%	0%	13%	18%	0%	13%	4%	25%
		Neutral	16%	57%	20%	7%	9%	0%	4%	25%	0%
		Agree	38%	29%	33%	27%	36%	75%	42%	33%	25%
		Strongly Agree	38%	0%	47%	53%	36%	25%	42%	38%	50%
		Agree & Strongly Agree	76%	29%	80%	80%	72%	100%	84%	71%	75%
5	I am confident that I can help children whose first language is not English make significant progress in their language skills.	Strongly Disagree	5%	14%	7%	7%	0%	0%	4%	8%	0%
		Disagree	16%	14%	40%	13%	0%	0%	13%	25%	0%
		Neutral	25%	14%	7%	33%	45%	25%	42%	17%	0%
		Agree	39%	43%	40%	40%	36%	38%	33%	38%	25%
		Strongly Agree	14%	14%	7%	7%	18%	38%	8%	13%	75%
		Agree & Strongly Agree	53%	57%	47%	47%	54%	76%	41%	51%	100%

#	Survey Item		All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	N		56	7	15	15	11	8	24	24	4
ATTITUDES ABOUT LEARNING											
3	I enjoy learning about new ways to teach early reading and writing skills.	Strongly Disagree									
		Disagree									
		Neutral	9%	0%	13%	7%	0%	25%	8%	13%	0%
		Agree	30%	43%	47%	20%	27%	13%	25%	33%	25%
		Strongly Agree	61%	57%	40%	73%	73%	63%	67%	54%	75%
		Agree & Strongly Agree	91%	100%	87%	93%	100%	76%	92%	87%	100%
7	I am interested in learning more about how to support children's language development.	Strongly Disagree									
		Disagree									
		Neutral	9%	14%	13%	7%	9%	0%	8%	8%	0%
		Agree	41%	57%	47%	47%	27%	25%	54%	33%	25%
		Strongly Agree	50%	29%	40%	47%	64%	75%	38%	58%	75%
		Agree & Strongly Agree	91%	86%	87%	94%	91%	100%	92%	91%	100%
13	Learning new ways to support children's early reading and writing skills would be useful to me.	Strongly Disagree									
		Disagree	2%	0%	0%	0%	9%	0%	4%	0%	0%
		Neutral	16%	14%	20%	27%	0%	13%	17%	13%	25%
		Agree	43%	43%	47%	27%	55%	50%	46%	42%	25%
		Strongly Agree	39%	43%	33%	47%	36%	38%	33%	46%	50%
		Agree & Strongly Agree	82%	86%	80%	74%	91%	88%	79%	88%	75%
17	I would value having a better understanding of children's early language development	Strongly Disagree									
		Disagree	7%	0%	7%	0%	18%	13%	13%	0%	0%
		Neutral	20%	29%	33%	27%	0%	0%	17%	21%	0%
		Agree	48%	71%	40%	47%	45%	50%	46%	54%	75%
		Strongly Agree	25%	0%	20%	27%	36%	38%	25%	25%	25%
		Agree & Strongly Agree	73%	71%	60%	74%	81%	88%	71%	79%	100%

#	Survey Item		All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	N		56	7	15	15	11	8	24	24	4
4	Changing my practice to better support early language development would take a lot of time and energy.	Strongly Disagree	32%	43%	27%	20%	55%	25%	33%	21%	50%
		Disagree	43%	57%	27%	40%	45%	63%	42%	50%	50%
		Neutral	18%	0%	27%	40%	0%	0%	21%	21%	0%
		Agree	7%	0%	20%	0%	0%	13%	4%	8%	0%
		Strongly Agree									
		Agree & Strongly Agree	7%	0%	20%	0%	0%	13%	4%	8%	0%
18	I would have to give up things I enjoy doing in order to invest time in learning about children's development of early reading and writing skills.	Strongly Disagree	22%	0%	7%	13%	50%	50%	26%	17%	25%
		Disagree	42%	71%	27%	53%	30%	38%	39%	42%	50%
		Neutral	22%	14%	40%	13%	20%	13%	17%	25%	25%
		Agree	9%	14%	20%	7%	0%	0%	13%	8%	0%
		Strongly Agree	5%	0%	7%	13%	0%	0%	4%	8%	0%
		Agree & Strongly Agree	14%	14%	27%	20%	0%	0%	17%	16%	0%
8	I am not very effective in keeping track of children's early reading and writing skill development.	Strongly Disagree	13%	0%	0%	20%	27%	13%	21%	4%	25%
		Disagree	46%	43%	47%	53%	36%	50%	42%	42%	75%
		Neutral	36%	57%	47%	20%	27%	38%	29%	50%	0%
		Agree	4%	0%	7%	0%	9%	0%	8%	0%	0%
		Strongly Agree	2%	0%	0%	7%	0%	0%	0%	4%	0%
		Agree & Strongly Agree	6%	0%	7%	7%	9%	0%	8%	4%	0%
14	I don't teach early reading and writing skills as well as I teach other skills.	Strongly Disagree	25%	14%	20%	27%	45%	13%	38%	13%	25%
		Disagree	43%	57%	20%	53%	36%	63%	38%	42%	75%
		Neutral	23%	14%	40%	13%	18%	25%	17%	33%	0%
		Agree	9%	14%	20%	7%	0%	0%	8%	13%	0%
		Strongly Agree									
		Agree & Strongly Agree	9%	14%	20%	7%	0%	0%	8%	13%	0%
15	I understand language concepts well enough to be effective in supporting children's development of early reading and writing skills.	Strongly Disagree									
		Disagree	5%	0%	13%	7%	0%	0%	4%	8%	0%
		Neutral	9%	0%	20%	7%	9%	0%	0%	21%	0%
		Agree	59%	86%	47%	53%	55%	75%	71%	50%	25%
		Strongly Agree	27%	14%	20%	33%	36%	25%	25%	21%	75%

#	Survey Item		All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	N		56	7	15	15	11	8	24	24	4
		Agree & Strongly Agree	86%	100%	67%	86%	91%	100%	96%	71%	100%
10	I have the knowledge and skills to work effectively with a child who has language difficulties.	Strongly Disagree	5%	0%	20%	0%	0%	0%	4%	8%	0%
		Disagree	7%	14%	13%	7%	0%	0%	8%	8%	0%
		Neutral	25%	14%	40%	27%	18%	13%	8%	50%	0%
		Agree	46%	71%	20%	47%	64%	50%	58%	25%	50%
		Strongly Agree	16%	0%	7%	20%	18%	38%	21%	8%	50%
		Agree & Strongly Agree	62%	71%	27%	67%	82%	88%	79%	33%	100%
OTHER											
9	Being able to support children's language development is more important to me than other teaching skills.	Strongly Disagree	4%	0%	0%	0%	9%	13%	4%	4%	0%
		Disagree	27%	43%	13%	47%	18%	13%	25%	29%	25%
		Neutral	45%	57%	67%	33%	45%	13%	46%	50%	25%
		Agree	20%	0%	20%	13%	18%	50%	25%	8%	50%
		Strongly Agree	5%	0%	0%	7%	9%	13%	0%	8%	0%
		Agree & Strongly Agree	25%	0%	20%	20%	27%	63%	25%	16%	50%
12	Being a caregiver who can foster children's early reading and writing skills is important to me	Strongly Disagree									
		Disagree	2%	0%	7%	0%	0%	0%	0%	4%	0%
		Neutral	7%	14%	20%	0%	0%	0%	0%	17%	0%
		Agree	36%	43%	47%	40%	18%	25%	33%	38%	25%
		Strongly Agree	55%	43%	27%	60%	82%	75%	67%	42%	75%
		Agree & Strongly Agree	91%	86%	74%	100%	100%	100%	100%	80%	100%

APPENDIX E

Parent Reading Belief Inventory and Parent Survey
Fall 2011 and Spring 2012

Parent Reading Belief Inventory—Fall 2011

Listed below are several statements about parent's attitudes and beliefs. Select the answer that is closest to your feelings. Please answer each question in response to your preschool child. There are no right or wrong answers. Your own opinions are important to us.

Please return your completed survey, in the envelope provided, to your child's teacher by **September 30, 2011**.

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1. When we read, I try to sound excited so my child stays interested.				
2. Children learn new words, colors, names, etc. from books.				
3. Reading helps children be better talkers and better listeners.				
4. My child knows the names of many things he or she has seen in books.				
5. When we read, I want my child to help me tell the story.				
6. I ask my child a lot of questions when we read.				
7. When we read, I want my child to ask questions about the book.				
8. When we read, we talk about the pictures as much as we read the story.				

In an average week, how many days do you…	1	2	3	4	5	6	7
9. Read with your child?							
10. Do educational activities with your child?							

11. **What preschool center does your child attend?**

❑ Evergreen ❑ Fort Belknap ❑ Great Falls Head Start ❑ Great Falls Public ❑ Hardin

12. **Will your child be old enough to attend kindergarten in fall 2012 (age 5 before September 11, 2012)?**

❑ Yes ❑ No

Thank you.

Montana Partnership for Early Literacy
Parent Reading Believe Inventory
Spring 2012

This survey asks about your experiences with the Montana Partnership for Early Literacy (MTPEL), the program in your child's preschool classroom. Your answers will help program administrators make sure the program is helping you and your child. Please answer each question in response to your preschool child.

Your responses are completely confidential. No one will see them except staff members at Education Northwest who are collecting this information for an evaluation of the program. There are no right or wrong answers. If you have any questions, feel free to contact Angela Roccograndi at 1-800-547-6339, extension 632.

Please return your completed survey to your child's teacher by **Friday, May 4, 2012**.

Listed below are several statements about parent's attitudes and beliefs. Select the answer that is closest to your feelings.

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1. When we read, I try to sound excited so my child stays interested.				
2. Children learn new words, colors, names, etc. from books.				
3. Reading helps children be better talkers and better listeners.				
4. My child knows the names of many things he or she has seen in books.				
5. When we read, I want my child to help me tell the story.				
6. I ask my child a lot of questions when we read.				
7. When we read, I want my child to ask questions about the book.				
8. When we read, we talk about the pictures as much as we read the story.				

In an average week, how many days do you…	1	2	3	4	5	6	7
9. Read with your child?							
10. Do educational activities with your child?							

Preschool Parent Survey—Spring 2012
Spring 2012

This year (September 2011-May 2012) did you….	**No, I did not**	**Yes, *and* it helped me get my child ready to go to kindergarten… A Little**	**Somewhat**	**A Lot**
1. Regularly talk with your child's teacher at drop-off or pick-up	❑	❑	❑	❑
2. Attend events at your child's preschool where you learned about the MTPEL program, Family Literacy Kits, field trips, and other activities available to you and your child	❑	❑	❑	❑
3. Use a Family Literacy Kit at home with your child	❑	❑	❑	❑
4. Attend field trips with your child	❑	❑	❑	❑

Please answer the following questions with a "Yes" or a "No."

5. Does your child enjoy going to school? ❑ Yes ❑ No
6. Will your child attend kindergarten in fall 2012 (will she/he be age 5 before September 11, 2012)? ❑ Yes ❑ No
    a. Did you attend a kindergarten orientation? ❑ Yes ❑ No
    b. Did you meet your child's kindergarten teacher? ❑ Yes ❑ No
    c. Do you think your child is ready to be successful in kindergarten? ❑ Yes ❑ No

7. Did you attend, or do you plan to attend, a kindergarten readiness/orientation event in your community? ❑ Yes ❑ No
    a. If yes, what was helpful or not helpful about it?

8. Did you have a home visit from your child's preschool teacher this school year? ❑ Yes ❑ No
    a. If yes, were you provided information regarding kindergarten readiness? ❑ Yes ❑ No
    b. If yes, what was helpful or not helpful about it?

9. If you have any comments about your child's attendance in preschool or about your participation in preschool events this year, please provide them here.

10. What center does your child attend? ❑ Evergreen ❑ Fort Belknap ❑ Great Falls Head Start ❑ Great Falls Public ❑ Hardin

Montana Partnership for Early Literacy
Preschool Parent Survey
Summary of Results, Fall 2011 and Spring 2012

Parent Reading Belief Inventory

Questions		Strongly Agree	Agree	Disagree	Strongly Disagree
1. When we read, I try to sound excited so my child stays interested.	Fall 2011	70% (181)	27% (70)	0% (1)	2% (6)
	Spring 2012	67% (178)	29% (78)	1% (2)	3% (7)
2. Children learn new words, colors, names, etc. from books.	Fall 2011	62% (159)	36% (92)	0% (1)	2% (6)
	Spring 2012	67% (177)	30% (79)	0% (0)	3% (7)
3. Reading helps children be better talkers and better listeners.	Fall 2011	75% (194)	23% (58)	0% (0)	2% (6)
	Spring 2012	78% (206)	19% (51)	0% (1)	3% (7)
4. My child knows the names of many things he or she has seen in books.	Fall 2011	61% (157)	35% (90)	3% (7)	2% (4)
	Spring 2012	69% (181)	27% (72)	2% (4)	3% (7)
5. When we read, I want my child to help me tell the story.	Fall 2011	63% (160)	33% (84)	2% (6)	2% (5)
	Spring 2012	60% (159)	35% (93)	2% (5)	3% (7)
6. I ask my child a lot of questions when we read.	Fall 2011	45% (116)	48% (125)	5% (12)	2% (6)
	Spring 2012	54% (142)	41% (107)	3% (8)	3% (7)
7. When we read, I want my child to ask questions about the book.	Fall 2011	64% (164)	32% (83)	2% (6)	2% (5)
	Spring 2012	62% (163)	35% (91)	1% (3)	3% (7)
8. When we read, I want my child to ask questions about the book.	Fall 2011	59% (151)	38% (97)	1% (2)	2% (5)
	Spring 2012	59% (156)	36% (96)	2% (5)	3% (7)

Parent Reading Belief Inventory (continued)

In an average week, how many <u>days</u> do you…		1	2	3	4	5	6	7
9. Read with your child?	Fall 2011	2% (6)	8% (21)	21% (53)	22% (56)	22% (56)	7% (17)	18% (47)
	Spring 2012	2% (4)	9% (24)	19% (50)	16% (42)	23% (62)	8% (20)	24% (63)
10. Do educational activities with your child?	Fall 2011	3% (8)	6% (16)	21% (51)	24% (59)	23% (56)	7% (17)	17% (42)
	Spring 2012	2% (5)	8% (20)	19% (50)	21% (54)	23% (61)	6% (15)	22% (56)

Parent Involvement

This year (September 2010-May 2011) did you….		<u>No</u>, I did not	<u>Yes</u>, *and* it helped me get my child ready to go to kindergarten… A Little	Somewhat	A Lot
1. Regularly talk with your child's teacher at drop-off or pick-up	Spring 2012	7% (18)	17% (42)	40% (98)	43% (104)
2. Attend events at your child's preschool where you learned about the MTPEL program, Family Literacy Kits, field trips, and other activities available to you and your child	Spring 2012	19% (48)	28% (60)	41% (86)	31% (66)
3. Use a Family Literacy Kit at home with your child	Spring 2012	14% (37)	16% (35)	37% (81)	48% (106)
4. Attend field trips with your child	Spring 2012	55% (144)	31% (36)	35% (40)	35% (40)

Please answer the following questions with a "Yes" or a "No."		No	Yes
5. Does your child enjoy going to school?	Spring 2012	4% (11)	96% (249)
6. Will your child attend kindergarten in fall 2012? (If no, skip questions a to c.)	Fall 2011	28% (72)	72% (184)
	Spring 2012	30% (77)	70% (183)
a. Did you attend a kindergarten orientation?	Spring 2012	76% (130)	24% (42)
b. Did you meet your child's kindergarten teacher?	Spring 2012	84% (144)	16% (27)
c. Do you think your child is ready to be successful in kindergarten?	Spring 2012	4% (7)	96% (165)
7. Did you attend, or do you plan to attend, a kindergarten readiness/orientation event in your community?	Spring 2012	47% (117)	53% (133)

PARENT COMMENTS 2012 SPRING

7a. If you attended, or planned to attend, a kindergarten readiness/orientation event in your community, what was helpful or not helpful about it?

- Plan to attend.
- Plan to attend.
- Did not attend one yet.
- Plan to attend.
- Meeting the teacher.
- Plan to attend.
- Planning to attend.
- I don't think our community has one.
- So he sees what he will be doing.
- The teacher information.
- I am a child care provider.
- Haven't gone yet.
- It was helpful to know what is screened for - and what "readiness" means.
- I wasn't able to due to some family issues but am willing to set a time for one soon.
- Haven't gone yet.
- Many community resources were represented- great advocacy!
- Haven't been.
- Helpful.
- When the time comes will attend any kindergarten readiness/ orientation events.
- Have not attended yet
- Everything
- To prepare my child better.
- Yes, kind of knew what will go on, schedule, school times etc.
- She answered all questions.
- Not so helpful; her sister was just in kindergarten so I knew what to expect.
- It's May 4th that I will attend.

Please answer the following questions with a "Yes" or a "No."		No	Yes
8. Did you have a home visit from your child's preschool teacher this school year?	Spring 2012	53% (140)	47% (122)
9. If yes, were you provided information regarding kindergarten readiness?	Spring 2012	19% (21)	81% (87)

10. If you had a home visit from your child's preschool teacher this school year, what was helpful or not helpful about it?

- Preschool in itself is helping us prepare for kindergarten.
- It explained much of what my child would need help with learnings.
- Understanding what we will be looking forward to.
- Teacher had no areas of concern. My daughter is performing well in the classroom; answered any questions we had.
- It was great that they come to the home.
- We were told our child was ready for kindergarten and is way ahead of his preschool classmates.
- It was nice to have questions answered.
- What the child need to know when entering.
- Socialization.
- Went to classroom.
- Filled out paperwork.
- She explained this so I understood things.
- We got a visit at the beginning of the year but not anytime after that.
- She was safeguarding my child for kindergarten.
- Yes it was; thank you!!!
- Helpful.
- Everything.
- My child has attended for two year and has never [had] a home visit. Paperwork always at school.
- She was very nice and answered all questions.
- It gave me ideas to get my child ready.
- Before preschool started.
- Have not had it yet

Parents' Comments: Spring 2012

- I wish my child had more free play! And outdoor play like the bigger schools do so they can learn.
- He loves school and does not like to miss days.
- It would be great if school has funds for a school bus for Head Start and preschool.
- He loves his teacher.
- Pizza Hut was awesome.
- What to continue to do with my child so that she is ready.
- We missed a lot of school and I think it's mostly due to a certain child's behavior in the classroom. There has been open communication and suggestions to help the situation which are greatly appreciated and seem to be helping. Thank you I guess it's good to know about this stuff while young.
- I enjoyed being a part of the children's studies and playtime, the field trip was also great.

- [My daughter] loves pre-school and participates well. She lives with grandparents (guardians) and only missed due to illness or doctor's appointments.
- The teachers [my child] has are wonderful.
- The Elf Center PreK program is wonderful and the teachers make it a real pleasure for the kids to learn.
- I would recommend this program to anyone! We plan to stay at our current address so that my son can go when he is old enough!
- What a great program! The teachers are wonderful and my son has really done well; he would not talk when he started, and now he won't be quiet!
- [My child] loved preschool and we are so thankful for the opportunity she had to attend.
- My son loves the Early Learning Center!! Great teachers.
- Wish I could attend more events. Work Monday to Friday.
- My granddaughter loves school very much.
- None
- He will be in four-year-old classes 2012–2013.
- Pre-school has been very helpful for my child, with all the activities.
- Good Job - More penmanship work.
- N/A
- On waiting list.
- N/A
- None.
- None.
- No.
- They loved their teachers and learn a lot.
- I'm very satisfied with my child's progress.
- Have parent participation.
- Wearing glasses.
- My child is really trying to read everything. This is a great program!
- I really like the MTPEL program. Thank you!!!
- Between us, we were at all activities/ me about half.
- AWESOME experience for second year in a row.
- I feel like because it was my daughter's first year of school and because she had never been to daycare before she had no immunities built up; therefore she got sick a lot and missed a lot of school. (More than we wanted to.)
- Does not miss school—five to six days this year.
- N/A
- Head Start has been wonderful.
- [Teacher] and [teacher] are great teachers! Thank you!!
- I love this program! We had a phenomenal teacher this year and hope to have her next year as well.
- You rock.
- I wish more parents attended the monthly meetings— same few people all year long.
- Having to transport him to and from Head Start every day.
- Wow!
- Two hour naps is way too long. My child has troubles sleeping at night and in turn waking in the morning—1PM to 3PM is too late also. Choose to keep home sometimes because it affected my seven- year-old as well.
- It was hard to attend some things because we don't live in town; but once we move, hopefully attending things will be easier.

- Love it.
- My daughter has learned so much from her two great teachers. We are so grateful.
- My child has had so much progress in her readiness for kindergarten from the Head Start program.
- Wish I could attend more events, but due to work schedule I can't.
- Need to do more activities. My child does not like her teachers. She says she does not want to come to school because her friends are mean. My concern is too many behaviors that are not being dealt with concerns my child's safety.
- Think they needed to do more art activities. In groups.
- I think this is the best thing for my child. His teachers helped a lot with him.
- I really enjoyed having her in the program and she is so smart and has learned so much; thank you for all of your time and effort.
- If I knew I could attend field trips, I would have been happy to go.

What center does your child attend?

Center	Survey	Percent (n)
Evergreen	Fall 2011	8% (20)
	Spring 2012	6% (15)
Fort Belknap	Fall 2011	19% (50)
	Spring 2012	24% (64)
Great Falls Head Start	Fall 2011	48% (125)
	Spring 2012	46% (123)
Great Falls Public	Fall 2011	16% (42)
	Spring 2012	12% (33)
Hardin	Fall 2011	9% (22)
	Spring 2012	11% (30)

APPENDIX F

Kindergarten Teacher Survey

Montana Partnership for Early Literacy
Kindergarten Teacher Survey—Spring 2012

Last year, one or more of your kindergarten students may have participated in an innovative program at the preschool they attended. The program, the **Montana Partnership for Early Literacy (MTPEL)**, was funded through an Early Reading First grant, which the Montana Office of Public Instruction (OPI) applied for and received. The program has been implemented in one or more of the preschools in your district since January 2010.

The Department of Education requires that this Early Reading First grant be evaluated, and OPI contracted with Education Northwest to conduct this evaluation. This year the evaluation is assessing impact at the kindergarten level to learn the extent to which you, the kindergarten teacher of these preschool graduates, thought that these children were prepared for kindergarten, and to hear about your experiences with the MTPEL program this year.

This survey asks about your experiences with the MTPEL program that 1) some of your current kindergarten students participated in during the 2010–2011 preschool year and that 2) some prospective fall 2012 kindergarten students are participating in now. The survey should take no longer than 15 minutes to complete. As a thank you for your time, I have enclosed a tea bag; please relax and complete the survey during a quick break. Your responses are confidential, will only be reported in aggregate, and will help program administrators ensure the program is of benefit to you. No school, teacher, or student will be identified.

Please return your completed survey to Education Northwest (101 SW Main Street, Suite 500, Portland, OR 97204) in the postage paid, pre-addressed envelope provided, by **Friday, May 11, 2012**. If you have any questions please contact Angela Roccograndi at Angela.Roccograndi@educationnorthwest.org.

1. In which school district do you teach?
   ❑ East Evergreen ❑ Great Falls ❑ Hays/Lodge Pole/Harlem ❑ Hardin

This year (September 2011–May 2012), which of the following MTPEL activities took place?		**To what extent do you think your participation in the activity will improve these children's transition to kindergarten?**			
Activity	**Yes**	**Not at All**	**A Little**	**Somewhat**	**A Lot**
2. I was invited to participate in MTPEL professional development opportunities.	❑	❑	❑	❑	❑
3. I participated in MTPEL professional development opportunities.	❑	❑	❑	❑	❑
4. I participated in a tour of the MTPEL preschool classrooms.	❑	❑	❑	❑	❑
5. I met the MTPEL preschool classroom teachers.	❑	❑	❑	❑	❑
6. I met the MTPEL children who would be attending kindergarten in my school next fall.	❑	❑	❑	❑	❑
7. I met the parents of the MTPEL children who would be attending kindergarten in my school next fall.	❑	❑	❑	❑	❑
8. I was involved in hosting visits by children and their families in my school/classroom.	❑	❑	❑	❑	❑
9. I attended the MTPEL kindergarten registration workshop.	❑	❑	❑	❑	❑
10. I met with the MTPEL preschool teachers to review child assessment data and the work of their students.	❑	❑	❑	❑	❑
11. I was involved in the development of a LEP/an IEP in conjunction with the child's preschool teacher.	❑	❑	❑	❑	❑
12. I was a member of the Community Collaboration Team.	❑	❑	❑	❑	❑

13. For the MTPEL activities in questions 2-12, please provide any comments regarding your participation in, and how you think your participation in each might contribute to, the transition process. Please reference the activity number, (for example: "#6 is scheduled for May 23"). Please use the reverse side if necessary.

14. If you participated in MTPEL professional development opportunities, please comment on its quality and usefulness. Please use the reverse side if necessary.

15. Thinking about the students in your kindergarten classroom this year, how many do you know of that participated in MTPEL during the ***2010–2011*** preschool year? _____

Complete the following table for each early literacy skill listed below by indicating how many of the number of the MTPEL graduate students, indicated above, were at each level of preparedness for kindergarten (if #15=0, skip to question #26).

Early Literacy Skills	Level of Preparedness for Kindergarten					Total (should be equal to #15)
	Not at All	A Little	Adequately	Very	Extremely	
16. Receptive Language (e.g., listening and understanding spoken words)						
17. Expressive Language (e.g., using spoken words to convey a message)						
18. Vocabulary (familiarity with enough words to effectively participate in class)						
19. Phonological Awareness (e.g., phonemic awareness, rhymes, syllables)						
20. Alphabet Sound Recognition (e.g., /ā/ /ă/ /b/ /k/ /s/)						
21. Alphabet Letter Recognition (e.g., Aa, Bb, Cc)						
22. Emergent Writing (using written symbols/words to convey a message)						
23. Print Awareness (e.g., understanding letters, print symbols, and book conventions)						
24. Classroom Skills (e.g., entering/leaving the classroom; beginning work; asking questions; taking turns)						

25. If you have any additional comments about MTPEL graduates' kindergarten preparedness and early literacy skills, please provide them here. Please use the reverse side if necessary.

26. What assessments/data are used in your school to measure the early reading skills of kindergarteners?

27. What core reading program is used in your school for grade levels K–3?

Montana Partnership for Early Literacy
Kindergarten Teacher Survey—Spring 2012

1. In which school district do you teach?

❑ East Evergreen ❑ Great Falls ❑ Hays/Lodge Pole/Harlem ❑ Hardin

This year (September 2011–May 2012), which of the following MTPEL activities took place? Activity	Yes	To what extent do you think your participation in the activity will improve these children's transition to kindergarten? Not at All	A Little	Somewhat	A Lot
2. I was invited to participate in MTPEL professional development opportunities.	47%	0%	18%	46%	36%
3. I participated in MTPEL professional development opportunities.	41%	20%	20%	40%	20%
4. I participated in a tour of the MTPEL preschool classrooms.	38%	0%	20%	50%	30%
5. I met the MTPEL preschool classroom teachers.	27%	13%	13%	63%	13%
6. I met the MTPEL children who would be attending kindergarten in my school next fall.	24%	0%	17%	33%	50%
7. I met the parents of the MTPEL children who would be attending kindergarten in my school next fall.	21%	0%	0%	60%	40%
8. I was involved in hosting visits by children and their families in my school/classroom.	12%	0%	0%	75%	25%
9. I attended the MTPEL kindergarten registration workshop.	9%	0%	0%	0%	100%
10. I met with the MTPEL preschool teachers to review child assessment data and the work of their students.	3%	--	--	--	--
11. I was involved in the development of a LEP/an IEP in conjunction with the child's preschool teacher.	0%	na	na	na	na
12. I was a member of the Community Collaboration Team.	0%	na	na	na	na

13. For the MTPEL activities in questions 2-12, please provide any comments regarding your participation in, and how you think your participation in each might contribute to, the transition process. Please reference the activity number, (for example: "#6 is scheduled for May 23"). Please use the reverse side if necessary.

- I would like to work more collaboratively with preschools.
- It has been very beneficial to observe in the preschool classrooms and to have the preschool teachers visit the kinder classrooms. It has been wonderful to have an opportunity to meet our incoming kinder students and start building relationships with them.
- Q10. Should receive copy of student paperwork before school starts.
- I was not aware of MTPEL.

- I have met the preschool teachers, but not worked with them on transitioning. I would love to meet parents and students before start of year.
- For the activities I was involved in, I found them to be very helpful.
- No participation due to no invitations.
- Q4, Is the only activity I was invited to or knew about
- Q10. I would like to - especially students that qualify under IDEA. I would like to hear from the preschool teacher specific strategies that they found to help the 'special needs" children.
- I would love to meet the kids before they enter my classroom and knowing their needs would be beneficial as well.
- Q6: This is scheduled for May 11. head Start students were 2 hours late for the planned activity with no communication from the staff
- It would help/benefit if our parents actually came to open houses to meet the teachers
- Q3-12. I was on Leave

14. If you participated in MTPEL professional development opportunities, please comment on its quality and usefulness. Please use the reverse side if necessary.

- Much lower levels academics than we teach in Great Falls; therefore did not apply to our program.
- N/A
- The quality of presentation was fantastic - great presenters; but I didn't learn anything new to take away for instruction. I felt I only needed 1-2 hours to learn about the program and its goals, but not how to teach curriculum.
- It was great to work with the preschool teachers to discuss transition.
- I thought the MPEL professional development was very useful. It is good to collaborate with PK teachers to make the transition easier.
- N/A
- I enjoyed visiting the school and learning about the program.
- I attended a mandatory "FYI meeting about our preschool.
- I wasn't able to go to the event, not sure if there was a chance to do all the activities for #2 - 12 or not
- Good quality instruction felt a little lost as it seemed to be a continuation from a fall professional development

15. Thinking about the students in your kindergarten classroom this year, how many do you know of that participated in MTPEL during the *2010–2011* preschool year? _____

- Unknown
- 1
- 3
- 1
- We do not have this data yet

Early Literacy Skills	Level of Preparedness for Kindergarten				
	Not at All	A Little	Adequately	Very	Extremely
16. Receptive Language (e.g., listening and understanding spoken words)	0%	36%	31%	25%	8%
17. Expressive Language (e.g., using spoken words to convey a message)	8%	30%	23%	33%	7%
18. Vocabulary (familiarity with enough words to effectively participate in class)	7%	28%	23%	33%	10%
19. Phonological Awareness (e.g., phonemic awareness, rhymes, syllables)	10%	19%	39%	24%	12%
20. Alphabet Sound Recognition (e.g., /ā/ /ă/ /b/ /k/ /s/)	8%	28%	34%	26%	3%
21. Alphabet Letter Recognition (e.g., Aa, Bb, Cc)	8%	15%	36%	36%	5%
22. Emergent Writing (using written symbols/words to convey a message)	30%	15%	32%	20%	2%
23. Print Awareness (e.g., understanding letters, print symbols, and book conventions)	20%	15%	35%	27%	2%
24. Classroom Skills (e.g., entering/leaving the classroom; beginning work; asking questions; taking turns)	10%	13%	52%	15%	10%

25. If you have any additional comments about MTPEL graduates' kindergarten preparedness and early literacy skills, please provide them here. Please use the reverse side if necessary.

- I didn't know anything about this grant until I received this survey. I do know that many students arrive in my classroom unprepared for kindergarten
- Program should teach skills that relate to beginning of our kindergarten program. We have an accelerated kindergarten program in Great Falls
- I hope this program continues in my school.
- My student has learning disabilities, so he was prepared for his capability.
- The children were very prepared for kindergarten. Their phonemic awareness and letter/sound recognition was very good. I would like to see more collaboration between the preschool and the kindergarten teachers. They do a very nice job with the children!
- This child has "special needs" and was not able to function in kindergarten the same as the other kindergarteners. It was apparent the preschool worked hard to give this child skills that would help them in kindergarten.
- I would love to receive final reports from the preschool, and to be informed of speech or language needs.
- none

- Some know rhyming, some letters/sound; others don't even know their name - half of my students.
- I don't feel the program is weak; the students' school to home connection is very poor and evident in student performance
- Would be helpful if they learned lower case letters instead of /or with capitals
- They should understand to be quiet to listen!
- Both of the student I had were adequately prepared; overall I felt the PTPEL graduates were adequately prepared for school and academic skills. Some suggestions/ideas for future: More support with the transition piece; an opportunity to observe the children in their current setting. Involvement in the transition meeting/IEP, etc.

26. What assessments/data are used in your school to measure the early reading skills of kindergarteners?

- DIBELS and ISIP
- MAPS, DIBELS
- MAP, Quarter assessments, classroom assessments
- MAP, classroom assessments
- MAP Testing, DIBTELS
- We have quarterly reading and writing assessments; MAP tests; and ReadWell testing
- ReadWell Inventory; MAPS; Boehm; our quarterly assessments
- Dial Screening; CTOPD; additional letter naming, math, and rhyming assessments
- Boehm; Fox in Box; ReadWell; and Kindergarten Quarterly Assessment (district created); Maps; Boehm
- Boehm
- Boehm, Kindergarten assessments; MAP, Successmaker
- DIBELS and ISIP
- DIBELS and ISIP
- We check to see if they can recognize the letters of the alphabet - name them. Do they know any of the sounds the letters make.
- Quarterly Assessments; DIBELS; MAP Assessment; Chapter assessments (math)
- Boehm; ReadWell; teacher-made
- Boehm; MAP; ReadWell; letter/sounds checklists
- Early lit inventory; MAP, Boehm; District assessment
- We assess recognition of capital and lower case letters and sound of letters. We also see if they can recite the alphabet. In addition, we use MAP testing
- Classroom data of letter recognition; capitals, lower case, name, and sounds. Classroom data: counting, recognizing numbers to 51 by end of year; writing data - rubrics and journals; Boehm Scores; Map Testing Series, DIBELS; Ongoing monthly data: math performances and test; science performances and notebooks.
- MAP, DIBELS; BOEHM
- MAP; DIBELS ;Quarterly assessments
- AimsWeb letter name probes, Rmt checkouts, Teacher-created assessments
- DIBELS, Letter Id, at registration DIAL and CTOPP
- DIBELS; Fox in the Box
- MAP
- DIBELS; ISIP; Fox in the Box
- DIBELS; Fox in the Box

- Teacher created assessment; Fox in the Box
- Boehm test of Basic Skills; ReadWell Inventory
- DIBELS; progress monitoring; theme tests-Houghton Mifflin
- Boehm, DIBELS, letter/sound recognition
- DIBELS, Evan Moore
- MAP. DIBELS, ISIP, BOEHM Test of Basic Concepts, Skill Checks

27. What core reading program is used in your school for grade levels K–3?

- Imagine It
- Harcourt, ReadWell (whole group, just K)
- ReadWell
- ReadWell
- Reading First/Houghton Mifflin.
- Harcourt Reading. We also use small group ReadWell and whole Group ReadWell.
- ReadWell whole group instruction; Read well Small Group Instruction; Harcourt
- McGraw Hill
- Harcourt K-6; ReadWell K-1
- Harcourt; ReadWell
- Houghton Mifflin
- Houghton Mifflin
- Imagine It - Open Court
- Harcourt Reading, ReadWell
- ReadWell; Harcourt.
- Harcourt
- Harcourt Trophies; ReadWell small group and ReadWell large group.
- ReadWell (Zoo Phonics and Harcourt also)
- Harcourt
- Harcourt; ReadWell.
- Reading Mastery Plus
- MacMillan McGraw Hill
- Harcourt
- Harcourt
- Harcourt
- Harcourt Story Town (K-2)
- Harcourt
- Harcourt Brace and ReadWell-Kindergarten, both whole group and small group
- Houghton Mifflin
- Harcourt, ReadWell
- Success for All
- Harcourt Trophies; ReadWell small group and ReadWell large group.

APPENDIX G
Interview Protocols

MTPEL Program Director Interview

Early Reading First Specialists, Family Coordinator,
Assessment Coordinator, &
Kindergarten Transition Coordinator Interview,

Coach Interview

MTPEL Director Interview
Spring 2011

Thank you so much for taking time to talk with me. As you know, this interview is part of the external evaluation of the Montana Partnership for Early Literacy (MTPEL) Early Reading First grant. Please keep in mind that your interview responses are completely confidential; nothing you say will be attached to your name. The data from our interview goes into a larger pool of data from all of the MTPEL administrative staff members so I can understand what some of the overall trends are. Before I begin, do you have any questions for me?

Date:

For each of the following MTPEL staff members, please describe their major responsibilities for the 2011-2012 preschool year, and the success and challenges in accomplishing them.

1. Tara
    a. Major Responsibilities:
    b. Successes:
    c. Challenges:

2. Rhonda
    a. Major Responsibilities:
    b. Successes:
    c. Challenges:

3. Terri
    a. Major Responsibilities:
    b. Successes:
    c. Challenges:

4. Center Coaches
    a. Major Responsibilities:
    b. Successes:
    c. Challenges:

5. Center Directors
    a. Major Responsibilities:
    b. Successes:
    c. Challenges:

6. Consultants
    a. Major Responsibilities:
    b. Successes:
    c. Challenges:

7. Yourself
    a. Major Responsibilities:
    b. Successes:
    c. Challenges:

For each of the following areas, think about what you envisioned for the end of the grant period. To what extent has that vision been recognized? What factors contributed to what was or was not realized?

1. Intensity (full-time and/or full-year)

2. English Language Acquisition of ELLs/American Indians

3. Kindergarten Transition

4. Community-Based Organization

5. Assessments and data use/RTI

6. Instruction and interventions

7. Professional development for teachers, TAs?

8. Professional development for coaches/center directors?

9. Sustainability

10. What have you learned, as a state, about:

    a. Building state and local capacity?

    b. Building model centers?

    c. Closing the achievement gaps of American Indian and special needs children?

11. Other areas not discussed?

Early Reading First Specialists, Family Coordinator,
Assessment Coordinator, & Kindergarten Transition Coordinator Interview
Spring 2012

Thank you so much for taking time to talk with me. As you know, this interview is part of the external evaluation of the Montana Partnership for Early Literacy (MTPEL) Early Reading First grant. Please keep in mind that your interview responses are completely confidential; nothing you say will be attached to your name. The data from our interview goes into a larger pool of data from all of the MTPEL administrative staff members so I can understand what some of the overall trends are. Before I begin, do you have any questions for me?

Staff Member Name:
Date:

For each of the following areas, please describe the goal(s) you had for the 2010-2011 preschool year, and your success and challenges in accomplishing them. Finally, what do you anticipate happening in each area in the 2011-2012 preschool year?

1. Your Role in MTPEL
    - 2011-2012 Goals
    - Successes:
    - Challenges:

2. The provision of professional development specifically to coaches and center directors
    - 2011-2012 Goals:
    - Successes:
    - Challenges:

3. The provision of professional development specifically to teachers/TAs
    - 2011-2012 Goals:
    - Successes:
    - Challenges:

4. The provision of professional development specifically to kindergarten teachers
    - 2011-2012 Goals:
    - Successes:
    - Challenges:

5. The provision of technical assistance on site (coordination between them and consultants)
    - 2011-2012 Goals: -
    - Successes:
    - Challenges:

6. Developing culturally responsive classrooms, including involving local tribes in the development of OWL units
    - 2011-2012 Goals:
    - Successes:
    - Challenges:

7. Assessments and progress monitoring (assessment team and teachers)
    - 2011-2012 Goals:
    - Successes:
    - Challenges:

8. Instruction and interventions
    - 2011-2012 Goals:
    - Successes:
    - Challenges:

9. Building on existing family and parent literacy programs and involving families in those
    - 2011-2012 Goals:
    - Successes:
    - Challenges:

10. Working with Collaborative Community Transition Teams and involving parents, preschool/elementary schools, and community organizations in the kindergarten transition
    - 2011-2012 Goals:
    - Successes:
    - Challenges:

11. Sustainability of MTPEL at preschool level
    - 2011-2012 Goals:
    - Successes:
    - Challenges:

12. Portfolios and video

13. Other areas not discussed?

    - Success:
    - Challenge.
    - Next year:

MTPEL Coach Interview
Spring 2012

Thank you so much for taking time to talk with me. As you know, this interview is part of the external evaluation of the Montana Partnership for Early Literacy (MTPEL) Early Reading First grant. Please keep in mind that your interview responses are completely confidential; nothing you say will be attached to your name or your preschool's name. The data from our interview goes into a larger pool of data from all of the MTPEL coaches so I can understand what some of the overall trends are. Before I begin, do you have any questions for me?

Coach Name:
Coach Center:
Date:

Professional Development and Technical Assistance

1. Think about the professional development you participated in this year, including the 2011 Summer Institute, the 2012 Winter Institute, and the coach and directors meetings both in Great Falls and onsite through webinars. What about these professional development opportunities did you find most helpful to you as a coach?

2. On a scale of 1-5, with 1 being the least, where would you rate your ability at coaching preschool teachers at the beginning of the grant? Where would you rate your ability now? What has changed the most in your coaching ability since participating in MTPEL?

3. What aspects of coaching, if any, will be sustained after the grant period?

4. Describe the primary activities that you have engaged in, onsite, with Tara/Rhonda and your site consultants?

5. What was most beneficial about these relationships?

6. What, if anything, was challenging?

Working On-site

7. Describe the primary activities that you engaged in with your center director?

8. What was most beneficial about this relationship?

9. What, if anything, was challenging?

10. What aspects of this working relationship will be sustained after the grant period?

11. Describe the primary activities that you engaged in with your teachers/TAs?

12. What was most beneficial about this relationship?

13. What, if anything, was challenging?

14. What aspects of MTPEL implementation were easiest for teachers this year (i.e., curriculum implementation (OWL/LfL); data collection, management, analysis, use; using the 3-tiered model and differentiating instruction (by age, language, special needs); creating a culturally responsive classroom; 2nd language acquisition; working with specialists; teacher portfolio)?

15. What aspects were most challenging? (i.e., curriculum implementation (OWL/LfL); data collection, management, analysis, use; using the 3-tiered model and differentiating instruction (by age, language, special needs); creating a culturally responsive classroom; 2nd language acquisition; working with specialists; teacher portfolio)?

16. What aspects of the MTPEL program are teachers most likely to sustain after the grant period?

17. On a scale of 1-5, with 1 being the least, where would you rate teachers' ability to prepare the classroom environment to engage children in language and literacy activities at the beginning of the grant? Where would you rate their ability now? What has changed the most in their ability to prepare the classroom environment since participating in MTPEL?

18. On a scale of 1-5, with 1 being the least, where would you rate teachers' ability to instruct children to best prepare them for kindergarten at the beginning of the grant? Where would you rate their ability now? What has changed the most in their instructional ability since participating in MTPEL?

19. On a scale of 1-5, with 1 being the least, where would you rate teachers' ability to use data to prepare, differentiate, and modify instruction for children in their classroom at the beginning of the grant? Where would you rate their ability now? What has changed the most in their ability to use data since participating in MTPEL?

Family Involvement

20. Describe the ways in which families were involved in MTPEL this year.

21. What benefits did families receive from participating in these activities?

22. What aspects of family involvement will be sustained at your center after the grant period?

23. Describe the activities that parents and their preschool children who will be attending kindergarten in fall 2012 participated in this year.

24. What benefits did families receive from participating in these activities?

25. What aspects of kindergarten transition will be sustained at your center after the grant period?

Other

26. Is there anything else you wanted to talk about that we have not already discussed?

Thank you for your time. Enjoy the rest of the school year and your summer break.